DOCUMENT RESUME

ED 242 413 PS 014 229

AUTHOR DuVall, Charles R.
TITLE A Study of Teachers' and Principals' Views of Sponsored Educational Materials That May Be Provided Schools by Consumers Power Company. Part I: Lower Elementary (K-3) School Teachers.
INSTITUTION DuVall (Charles R.) & Associates, South Bend, Ind.
SPONS AGENCY Consumers Power Co., Jackson, Mich.
PUB DATE Jan 84
NOTE 273p.; For related documents, see ED 215 938, ED 215 940, and ED 232 940.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Elementary School Teachers; *Instructional Materials; Material Development; Opinions; Primary Education; *Principals; Questionnaires; School Business Relationship; Tables (Data); *Teacher Attitudes
IDENTIFIERS *Free Materials; *Sponsored Materials

ABSTRACT

Opinions of kindergarten through third-grade teachers concerning the use of free materials sponsored by businesses and companies were investigated. The investigation specifically attempted to determine and compare the following information: (1) respondents' teaching positions; (2) membership in professional organizations; (3) years of administration and teaching experience; (4) use of free materials in classes; (5) use of free materials provided by Consumers Power Company (CPC); (6) awareness of CPC's resource catalog; (7) administrative encouragment for use of sponsored materials; (8) present uses of sponsored materials; (9) determination of types of materials considered to be most useful; (10) features the respondent would like to see in future sponsored materials; (11) determination of a relative rank ordering of the different types of materials respondents would like to see CPC provide; and (12) a determination of respondents' opinions regarding five broad subject areas for CPC's potential materials development within the next 5 years. Additionally, respondents were asked for their suggestions for improving CPC's sponsored materials in any areas not previously covered in the instrument. Collected from responses to an "opinionaire," data are organized in the form of bar charts, and reference is made to materials and selected comments received from teachers queried. Also included in the report are a copy of the instrument, a bibliography of related materials, and verbatim transcripts of all remarks received from all respondents. (RH)

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A STUDY OF TEACHERS' AND PRINCIPALS' VIEWS OF SPONSORED EDUCATIONAL MATERIALS THAT MAY BE PROVIDED SCHOOLS BY CONSUMERS POWER COMPANY

Part I: Lower Elementary (K-3) School Teachers

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Jackson, Michigan

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by

Charles R. DuVall, Ph.D.
Education Consultant
Charles R. DuVall & Associates
South Bend, Indiana

January, 1984

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CHAPTER I

THE PROBLEM, PROCEDURES, AND DEFINITIONS OF TERMS USED

BACKGROUND

Introduction. For approximately the last half century there has been a great quantity of sponsored (free and inexpensive) educational materials available to teachers for use with their classes. These teaching aids, usually used to supplement existing materials, have taken the form of books, pamphlets, films, film strips, cut-outs and mobiles, cassette recordings, and most recently video cassette recordings. On the horizon and fast approaching (present in a few isolated cases) is the advent of the provision of software for schools' computers. These sponsored (free) materials have been, and continue to be provided at no cost, or at minimal cost, to teachers and school districts. These teaching materials are provided by local, state, and national government agencies, industry, business, trade associations, and not-for-profit organizations.

The number and type of catalogs which list materials provide ample evidence of the immense volume of sponsored (free) supplementary materials available to educators. Probably the most extensive and comprehensive series of catalogs is that group of guides published annually (in time for the opening of school each fall) by Educators Progress Service, Randolph, Wisconsin. This series lists free (sponsored) pamphlets, bulletins, films, film strips, tape and video cassette recordings. This year the firm has just introduced a catalog

listing computer software. These materials are catalogued by both the discipline area as well as the media type. It is extremely comprehensive and appears to be the most widely distributed catalog series available to educators on a national basis.

Another publication which must be mentioned is the biennial publication Free and Inexpensive Learning Materials compiled and published by the staff of George Peabody College for Teachers, Vanderbilt University, Nashville, Tennessee. This favorite of teachers has been in existence for over 40 years. Today it is distributed by Incentive Publications, Inc., also of Nashville.

A comparative newcomer to the field is the serial publication Freebies, published nine times yearly. It has been in existence for six years and lists materials of general interest. It enables the reader to "keep up" with available publications between the times when the annual publications come out.

Industry trade associations also publish catalogs which are of great value to teachers. These catalogs and listings of materials tend to vary in their availability, coming and going over the years. One example of this type of catalog was that published by the American Gas Association. This catalog was, in the past, provided to teachers who then ordered materials developed by the Association. These materials were then provided on behalf of the member companies with appropriate individual member company identification being appended by the AGA.

Further, articles and monthly columns have appeared in trade magazines and similar publications informing teachers of the availability of the most current supplementary (free) materials. These usually contain a postal reply card on which the user may

circle one or more numbers to obtain samples of the desired materials. However, in many cases these materials tend to be more directed toward advertising matter than educational content. Journal articles also appear from time to time informing readers (teachers) of the availability of selected materials in specific discipline areas (e.g. Vanaria's column in Social Education).

Consumers Power Company (CPC), with headquarters in Jackson, Michigan, has for the last fifteen years provided teachers in their distribution area (The State of Michigan, excluding Detroit, and the Upper Peninsula) with copies of their catalog of supplementary (free) materials. This catalog is titled ESP Guide to Teaching Resources and published annually, being distributed in mid-October, near the beginning of the school year. Periodic mailings, informing teachers of items of special interest, are made during the school year to selected groups of teachers. These teaching resources have gained a high degree of acceptability among the teachers using them in the company's distribution area. (See Bibliography for a listing of studies conducted earlier.)

Importance of the Study. Industry in general, and CPC in particular, has long been interested in what types of curricular materials teachers want developed for use in their classrooms. Today, because of budgetary constraints, teachers are being subjected to more pressure to bring outside sponsored (free) resources and materials into the classroom. This study was intended to add to the body of knowledge dealing with teachers desires for supplementary curriculum materials that they might

use with their students -- if such materials were to be developed and distributed by CPC to teachers within their distribution area. This study was developed in conjunction with CPC personnel. Certain sections were modeled after Netzer's study The Use of Industry Aids in Schools (1952). The sample for this study was drawn from those schools serviced by CPC within their distribution area, using mailing lists compiled by the company.

METHODS OF PROCEDURE AND SOURCES OF DATA

The purposes of this section were to describe: (1) the methods used in obtaining the sample for the study; (2) the design of the opinionaire; and (3) the statistical treatment of the data.

Obtaining the Sample. A complete set of mailing labels used for the distribution of their catalog each fall was obtained. This list was basically broken down into five (5) major classifications. These were:

1 = Public Elementary Schools

2 = Private Elementary Schools

3 = Junior High/Middle Schools (not identified public/private)

4 = Private High Schools

5 = Public High Schools

Opinionaires, containing a cover letter (See Appendix A) were mailed to the principals of all high schools within the CPC distribution area. These mailings also included two additional opinionaires enclosed in a self-addressed, stamped envelope addressed to the LOWER ELEMENTARY GRADE TEACHER (K-) and the

UPPER ELEMENTARY GRADE TEACHER (4-6). The principal was asked to distribute these to his* teachers, as well as complete an opinionaire himself. A follow-up postal card was mailed approximately four to six weeks later to those teachers and principals who had failed to respond to the initial request for information. (See Appendix A)

Design of the Opinionaire. The initial opinionaire design was that used in the 1979 study conducted for CPC (DuVall and Krepel, 1979, ED 215 938). This opinionaire was modified to meet the needs of the CPC officials for up-to-date information. Additional modifications were made to aid in making comparisons with Netzer's data. This study then, is one of several similar studies being conducted for CPC which will present and compare the opinions of the following groups of educators: (1) **Lower Elementary Teachers**; (2) Upper Elementary Teachers; (3) Elementary Principals; (4) Junior High School Social Studies and Science Teachers; (5) Senior High School Social Studies and Science Teachers; and (6) Junior High and Senior High School Principals.

The purpose of the questions asked was to elicit the following information: (1) the teaching position of the respondent; (2) membership(s) in professional organizations; (3) years of both teaching and administrative experience; (4) use of sponsored (free) materials with classes; (5) use of sponsored (free) materials provided by CPC; (6) awareness of CPC's resource catalog; (7) administrative encouragement for use of sponsored

* The masculine form will be used in all cases to avoid awkward sentence construction.

materials; (8) use(s) presently being made of sponsored materials (adapted from Netzer); (9) determination of types of materials considered to be most useful (adapted from Netzer); (10) features the respondent would like to see in future sponsored materials (adapted from Netzer); (11) determination of a relative rank ordering of the different types of materials respondents would like to see CPC provide, based upon those materials already being provided (ESP Catalog listing used as basis); (12) a determination of the respondents opinions regarding five broad subject areas of potential materials development activity for CPC's ESP program within the next five years. Finally, respondents were asked for their suggestions for improvement in any areas not previously covered.

Treatment of the Data. All data were analyzed and reported as a per cent of the total (usable) replies received to the opinionaires originally mailed (less post office returns and unusable responses).

LIMITATIONS OF THE STUDY

The limitations of any investigation conducted by the use of normative survey techniques existed in this study. A further limitation resulted from the fact that the reliability of the data depended upon the accuracy with which the respondents (in this case, teachers of the lower elementary grades [K-3]) completed the instrument.

DEFINITIONS OF TERMS USED

Free (Sponsored) Materials. Instructional materials available at no cost to the teacher or school system, or at a cost that only includes postage (i.e. return of films). Usually obtained from business, industry or government agencies. These materials may be referred to by other terms such as phantom, ephemeral, or vertical file materials.

Others. All other terms were defined as stated in Good's Dictionary of Education (1973) or Morris' 1975 edition of The American Heritage Dictionary of the English Language.

READING THIS REPORT

The balance of this report is organized into two major sections. The first, PRESENTATION AND ANALYSIS OF DATA, presents the pertinent findings of this part of the overall study, based upon the lower elementary teachers' responses (grades kindergarten through three) to the several questions contained in the opinionaire. In addition to presenting the data, organized in the form of histograms (bar charts), reference was also made to tables of data presented in the appendix as well as selected comments received from the teachers queried (noted in Appendixe C). Each comment has following it a footnote which locates it in the appendix by page number within question number as well as an individual identification number for each opinionaire (respondent).

The final section of this report, titled SUMMARY, FINDINGS AND CONCLUSIONS is drawn from the analysis of the data. This

section is followed by a bibliography of pertinent materials. Finally the study contains the appendixes of remarks which are verbatim transcripts of ALL remarks received from all respondents. It is believed that serious readers should peruse these remarks in depth as they are deemed appropriate materials to support the body of the study.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter were to present the results of the analysis of the data of (1) the mailing and the return of the opinionaire, and (2) the data obtained from the answers received to the questions posed in the opinionaire.

MAILING AND RECEIPT OF OPINIONAIRES

The opinionaires were enclosed, together with a covering letter (Appendix A, pp.54-57) in an envelope addressed to each elementary school building principal in the CPC distribution area. These instruments were mailed on October 15, 1982. The follow-up postal card (App. A, p. 58) was mailed approximately four to six weeks later (because of the large number processed no exact mailing date can be given). Mailings were made to principals of all public and private elementary schools (as defined by CPC's mailing codes 1 and 2). The per cent of receipts was determined after adjustments for returns by the postal service and receipt of opinionaires that could not be used (blank, notes made on body, incorrect coding, etc). A visual analysis of these data are presented in Figure 1, presented on page 10. (Complete data are presented in Table 1ALET, Appendix A, p.59). An response ratio of 35 per cent was received for the lower elementary teachers,while a 36 per cent response was received for all elementary teachers (e.g. including the upper grades [4-6]). It should be noted that the number of responses

MAIL RESPONSES
Elementary Teachers

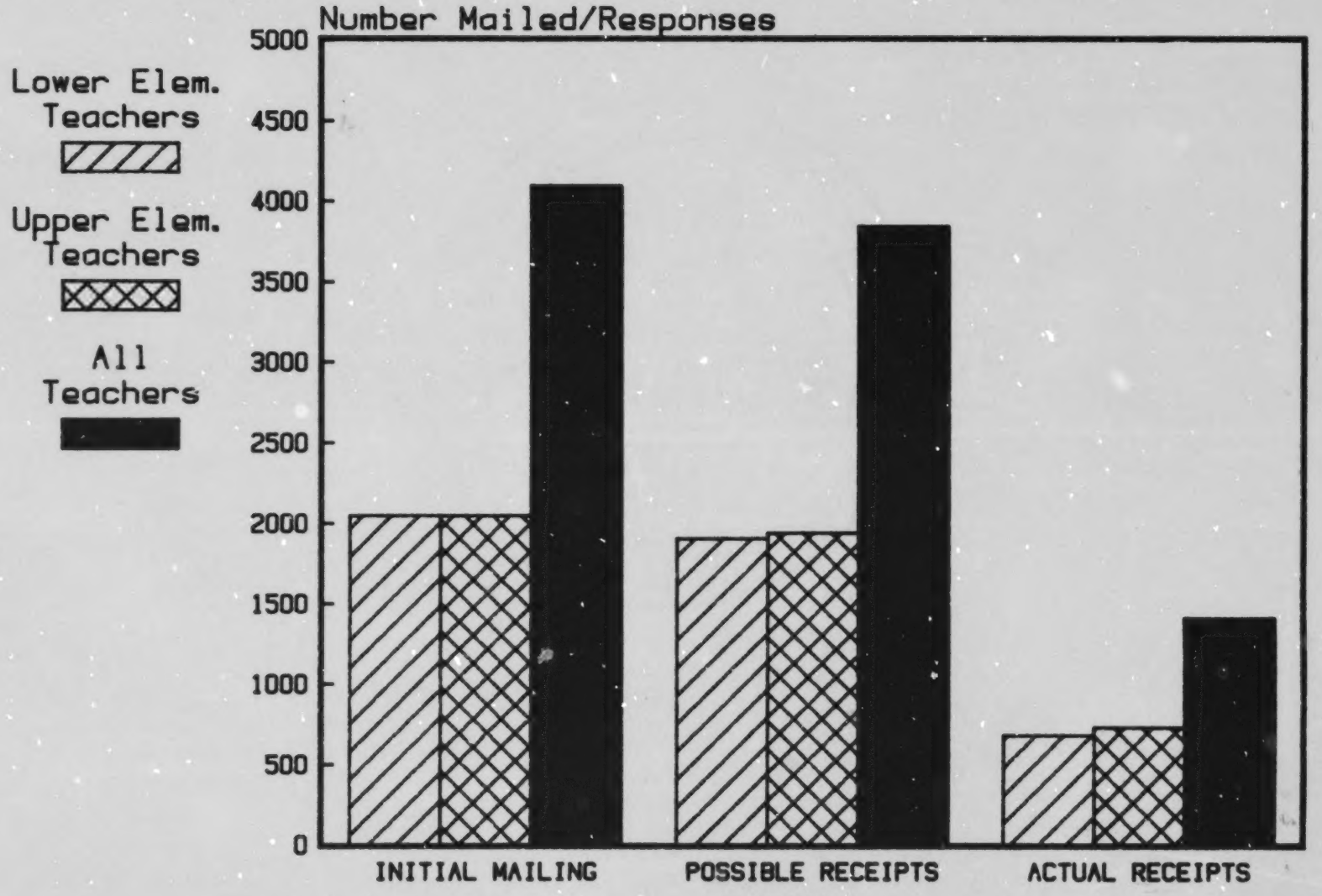

FIGURE 1

from the private sector schools (predominantly religiously affiliated) precluded their separate analysis, without going into small sample procedures. It was not believed that this was either necessary or wise, particularly in view of the number of responses received from the public sector as well as the possibility of combining these responses and simply referring to them as elementary teachers responses. Because of the relatively high overall response rate of 35 per cent it is believed that generalizations can be drawn to the population of both **lower** and **upper elementary grade level teachers.** These reports are presented separately because it is believed that, on certain issues, particularly those involving instructional materials there are substantive differences in response patterns. At both levels the number of responses is sufficiently large that generalizations can be drawn to the population of Michigan lower and upper level elementary teachers, both separately and combined. Another more pragmatic reason for preparing and presenting separate reports was the volume of responses received to the "open end" questions. Presenting both appendixes in the same report would have made the document unwieldy to handle and read.

ANALYSIS OF THE DATA

Professional Organizations. The teachers were queried concerning their membership in professional organizations commonly held by persons in their fields. As will be noted in Figure 2, (next page) a vast majority of the respondents are members of the Michigan Education Association (77 per cent) and

PROFESSIONAL ORGANIZATIONS

All Elementary Teachers

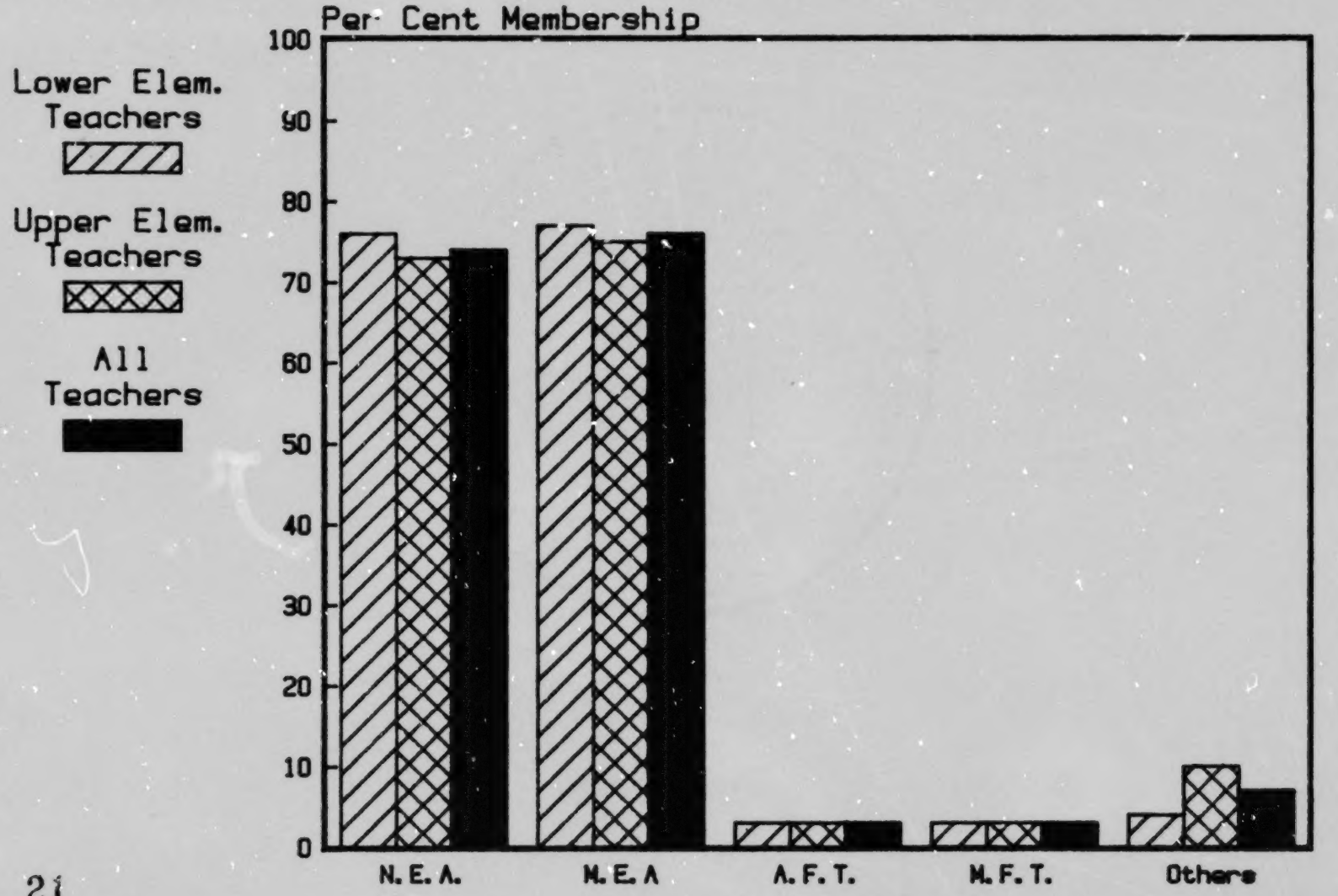

Figure 2

the National Education Association (76 per cent). Complete data concerning all memberships of this sample of Michigan elementary teachers are presented in Table 2ALET (Appendix A, p. 62).

One interesting fact which appeared in the data was the relatively high per cent of respondents who belonged to both the state and national organizations (77 and 76 per cent respectively). Replies to the other categories of membership were, to put it charitably, negligible.

Years of Experience. When the teachers were queried about their years of teaching and administrative experience the respondents' answers showed that they are a relatively "experienced" group (a large plurality of them having 11 -20 years of experience). These data are presented in Figure 3. Overall the group of respondents tended to be a highly experienced group with only one-third having ten or fewer years experience. These data are in line with both Michigan and national trends at this time relating to years of teaching experience (due to recent reductions in force, which primarily affected younger [e.g. less experienced] teachers). This experience factor should be kept in mind when analyzing responses to later questions. These data are presented in Table 3ALET (Appendix A, p. 63), as well as Figure 3 (next page).

Use of Materials. Respondents were then asked about their use of free (sponsored) materials with their classes. These data are presented and summarized in Figure 4 (page 15). A complete analysis is presented in Table 4ALET (Appendix A, p. 64). Nearly nine of every ten respondents (89 per cent) responded that they did use sponsored materials with their classes.

TEACHING EXPERIENCE

All Elementary Teachers

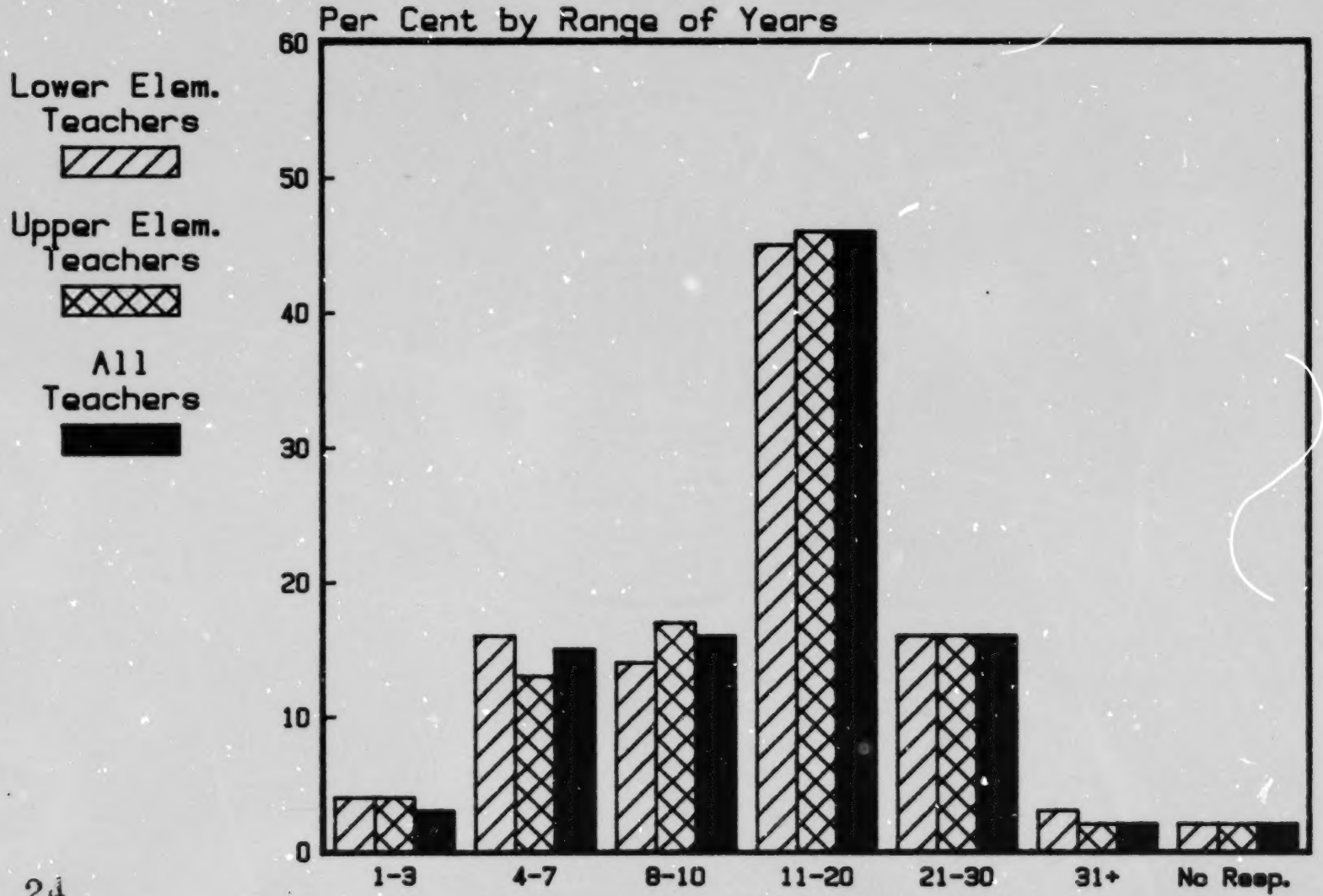

FIGURE 3

SPONSORED MATERIALS USED

All Elementary Teachers

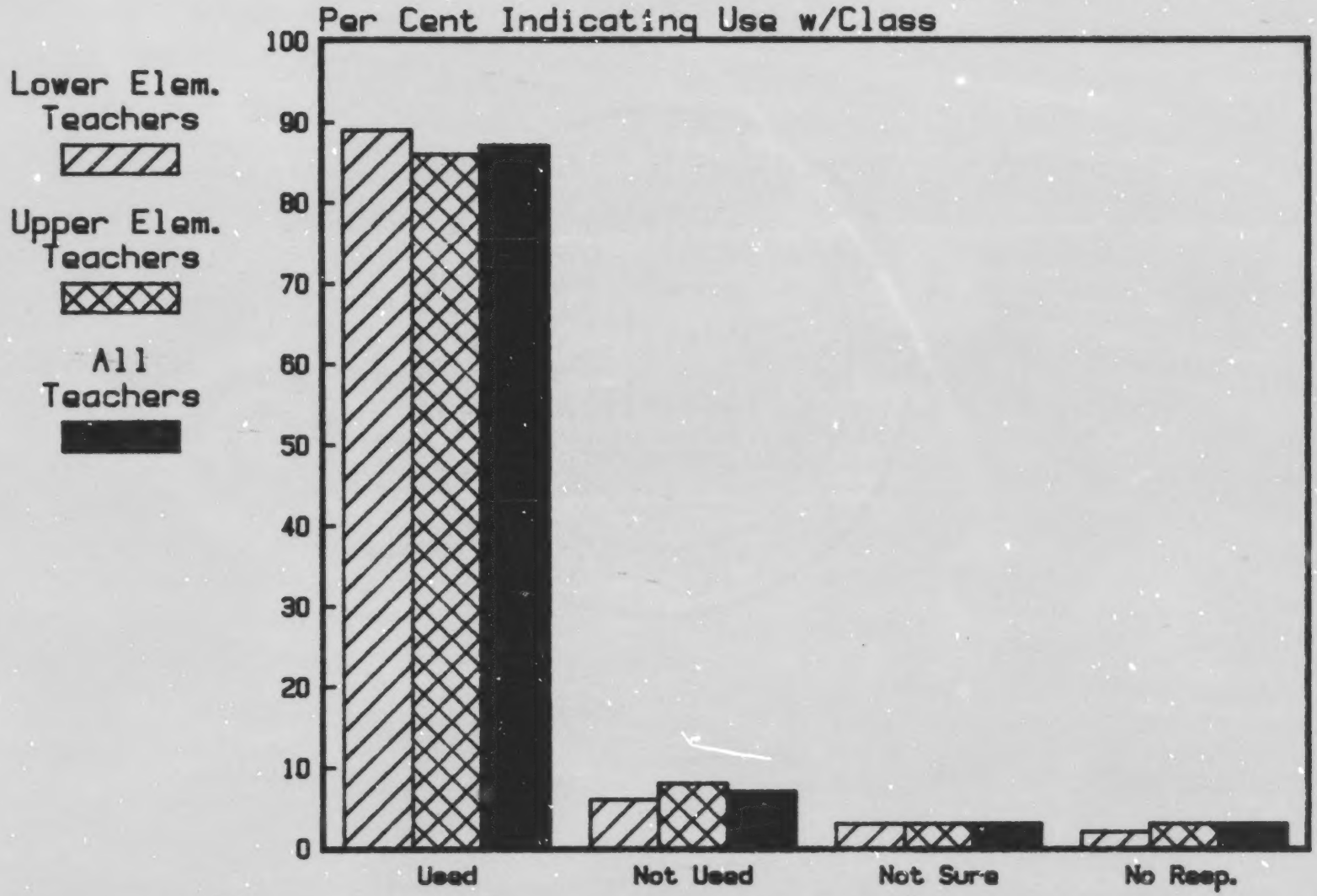

FIGURE 4

These teachers' remarks tend to show a high degree of support for the inclusion of sponsored (free) materials in the curriculum. A few selected references should suffice to illustrate this support:

> Because the material was appropriate for the age level and pertinent to the subject matter being taught. (C1/02, 110081)
>
> When appropriate to the curriculum it is great to have free resource material to expand and improve scope of lesson. (C1/03, 110102)
>
> Some of the materials relate to Consumer Ed[ucation], Career Ed[ucation] or environmental protection. They address the subjects thoughtfully and help my students. (C1/03, 110124)
>
> If they are appropriate. With the schools in the financial bind they are in I look for anything free I can use. (C1/04, 110137)
>
> Texts don't always have the more up-to-date information. (C1/06, 110237)
>
> I can have an expanded curriculum even when we have a deflated school budget. (C1/19, 110668)

The one theme that kept running through the remarks in this particular sections was the fact that the materials were "free" and that school budgets were limited. However, a number of remarks pointed out that the materials must also meet curricular needs before they would be used. (See Appendixe C-1 for a complete transcript a remarks received with the responses to this particular question. There are 21 pages of remarks!)

Use of CPC Materials. The lower elementary teachers were asked if they used CPC's educational materials with their classes. Here the responses showed that 63 per cent of them did so, which means that nearly one-third of the potential audience of "free materials users" were not aware of or did not use CPC's offerings. An examination of the remarks tend to show that

availability may have played a part in this. These data are illustrated in Figure 5 (next page) and fully presented in Table 5ALET (Appendix A, p. 65).

Typical remarks of these lower level (K-3) elementary teachers are presented below:

> They correlated very well with a unit on ecology I was teaching. (C-2/01, 110028)
>
> Free, sometimes it's the only source for getting the content. (C-2/01, 110031)
>
> I like the safety program materials regarding electricity and gas, and it is appropriate for my grade level. (C-2/05, 110255).
>
> Materials have been and are used as supplement to basic units and in some cases have been used as an independent learning tool. (C-2/09, 110415)
>
> I have found many of these materials to be interesting, well done, appropriate for the age level and relevant to the subject matter we are working with. (C-2/18, 110676)

Of course, all of the comments received were not positive in nature and highly commendatory. The follwing two have a message to deliver.

> I was not aware that Consumers Power provided materials for early elementary. (C-2/03, 110120)
>
> Too much paperwork. (C-2/04, 110200)

One theme which kept running through this set of comments was that the respondents appeared to retain a favorable impression of CPC's ESP materials from experience of using them with their students. Again, 18 pages of comments are presented for the readers information in Appendix C-2. Most of these comments are positive and illustrate the favorable reception of free materials in general, and CPC materials in particular.

CPC SPONSORED MATERIALS USED

All Elementary Teachers

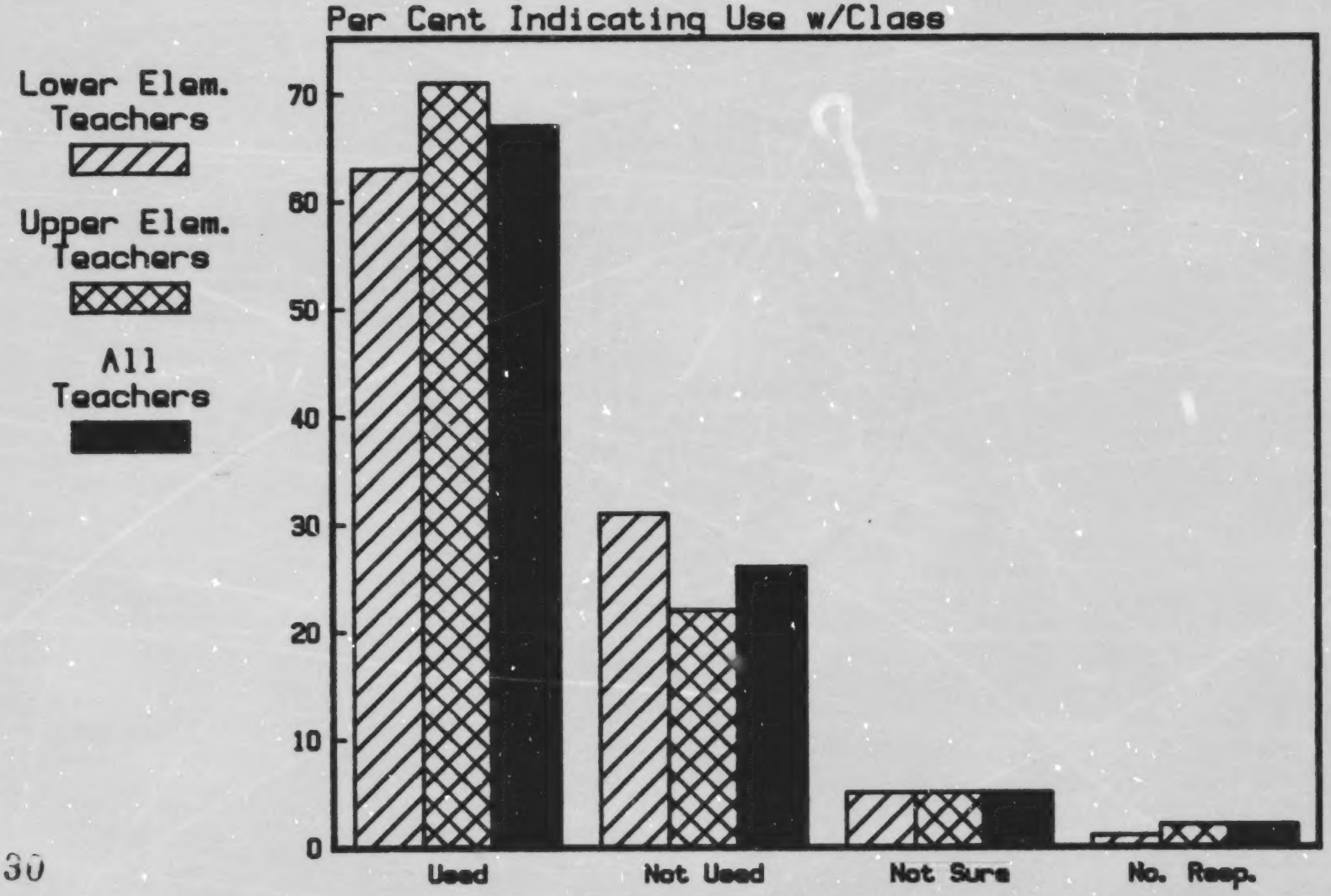

FIGURE 5

CPC Catalog awareness. The awareness level of the availability of the CPC/ESP 1982-83 Guide to Teaching Resources catalog was expressed by only half (52 per cent) of the respondents Again, when contrasted with those respondents who said thet they used sponsored (free) materials with their classes when they were teaching (Figure 5, p. 18) there is a "gap" of ten per cent of the respondents. This indicates that large number of primary grade teachers are unaware of the availability of materials provided by CPC. Of those teachers who are aware, and using these materials, the responses received appear to be highly favorable. This may imply that the catalog delivery system needs to be examined (e.g. that teachers may not be getting the catalogs). These data are presented in Figure 6 (next page). Table 6ALET (Appendix A, p. 66) presents complete data.

The teachers' remarks are quite revealing:

> For some reason--not this year. I've always seen one in the past. (C-3/01, 110025)
>
> Not too much for lower elementary. (C-3/01, 110053)
>
> Need more for early elementary level. (C-3/02, 110184)
>
> I haven't seen it--It is not announced to the staff if it is available. (C-3/02, 110185)
>
> While filling out this [opinionaire] I asked for the catalog--I had no idea you had all the material available. What a "plus" for Consumers Power! The catalog looks fine! (C-3/04, 110312)
>
> Good, but I would like to see more materials for K-3. (C-3/08, 110668)

It may be assumed that large numbers of teachers are already acquainted with CPC educational materials. However, based upon the responses received there also are many teachers who have not

RECEIVED CPC/ESP 1982-83 GUIDE

All Elementary Teachers

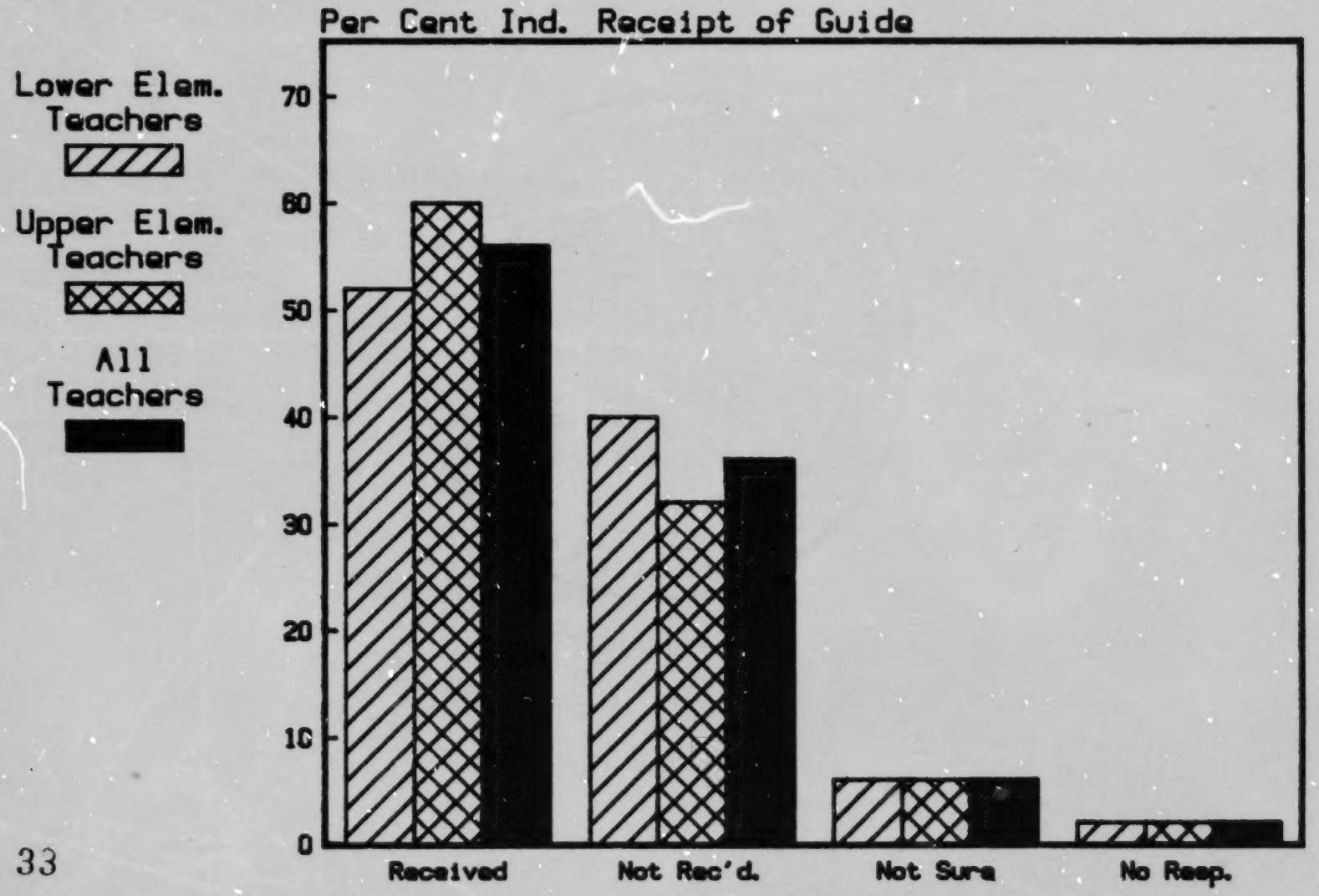

FIGURE 6

seen the catalogs and had the opportunity to sample the materials provided bt CPC/ESP. Another facet which is evident from the remarks received is that the ESP offerings at this level may need to be increased.

Administrative Encouragement. When asked about administrative encouragement of the use of sponsored (free) materials, slightly in excess of two-thirds (69 per cent) of the teachers (K-3) indicated that they believed their administration (inferred to be building principals) did encourage the use of sponsored (free) materials. These data are illustrated in Figure 7 (next page) and presented in Table 7ALET (See Appendix A, p. 67).

The remarks which the teachers made revealed a number of interesting distribution techniques (or lack of same). Typical were the following:

> Through staff meetings and asking other teachers if they recommend it. (C-4/01, 110001)
>
> Gives materials to teachers to share and order from. (C-4/01, 110003)
>
> No set policy or place--just happen to find catalog. (C-4,01, 110004)
>
> Bring the materials to our attention--place in teachers' lounge. (C-4/02, 110072)
>
> Catalogs put in mailboxes. (C-4/02, 110092)
>
> To my knowledge they have never asked about extra materials--as long as they don't have to pay for it. (C-4/02, 110098)
>
> We are often informed of materials available and are encouraged to look them over to see if they fit into our teaching program. (C-4/05, 110224)
>
> I,m in a new school with a part-time administrator. He doesn't have too much to say. If I asked I'm sure he would suggest. (C-4/08, 110418)

REC'D ADM/ENC TO USE FREE MTL'S

All Elementary Teachers

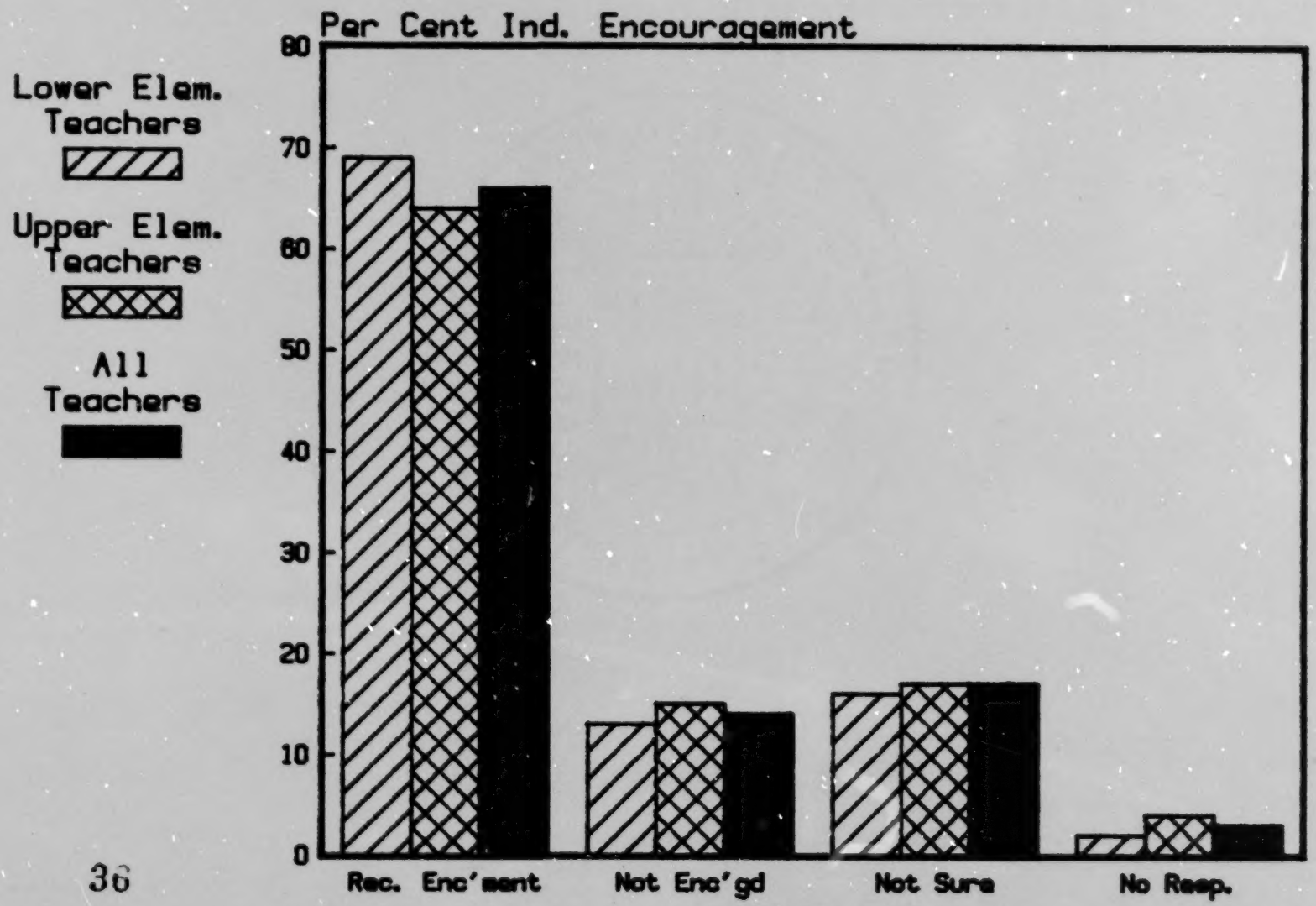

FIGURE 7

> By only budgeting $40.00 a year for classroom materials--there is a limit to how much one can pay out of one's own pocket so you look for good inexpensive or free materials. (C-4/09,100500)
>
> Materials and resources are made available to us; our staff is well represented on different system committees and our administrator is excellent. (C-4/11, 110595)
>
> When we have a need in certain area, we refer to resource guide published by school. (C-4/14, 210079)
>
> At faculty meetings--a casual comment--nothing great. (C-4/17, 210130)

Again, CPC's ESP may wish to look into the way in which their catalogs are distributed to the elementary schools. They might find that by sending copies to selected teachers, with an information copy to the principal, that the availability of materials might be appreciably increased. Care must be taken not to insult the administration, however, increased exposure of teachers to catalogs (materials availability listings) should be considered.

Teacher Use of Materials. The next question dealt with the use teachers made of sponsored (free) materials. The choices presented were the same as those presented by Netzer over 30 years ago. Examination of the data, presented in Table 8ALET, first shows that comparable data from Netzer for lower elementary teachers is non-existent. Her study dealt with upper elementary teachers and other identified groups. Data for these groups are presented and analyzed in the other studies in this series. The data presented do reveal that using materials as supplementary to a unit of instruction (73 per cent) and using free materials to stimulate interest (62 per cent) lead all other reasons indicated by the respondents. Figure 8 (next page) presents the "top five"

USE PRESENTLY MADE/FREE MATERIAL

All Elementary Teachers

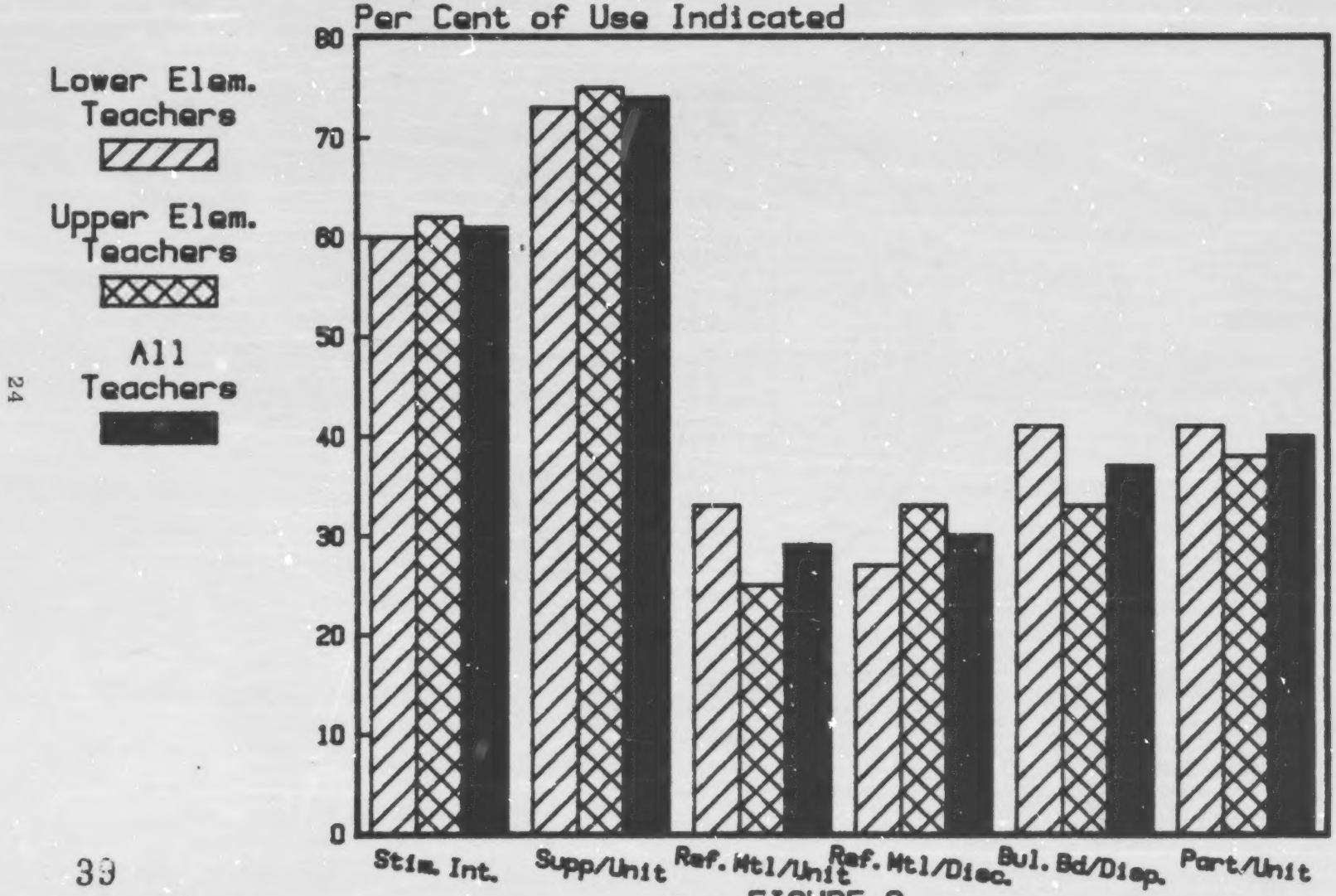

FIGURE 8

responses by the teachers, while complete data are presented in Table 8ALET (Appendix A, pp. 68-69). The one fact that can be gleaned from these data is that lower elementary teachers are interested in obtaining appropriate sponsored (free) materials to use with their pupils. Also, the lower elementary teachers appear to believe that CPC/ESP materoals do serve this purpose, but they certainly would like to see more of them made available--and at their grade (developmental) level.

Selected comments are presented to show the diversity of opinions expressed. A complete reading of the comments presented in Appendic C-5 will reveal that many teachers who responded used this section to indicate that they did not use free (sponsored) materials (An opportunity for "not used" was not provided for in the instrument - yet the response rate indicated that this appears to be the case in only a minority of the responses.) The comments presented here are a sample only.

> Material that can be run off on ditto [spirit master](copied) so they [pupils] have something to take home and show parents. (C-4/01, 110131)
>
> For special weeks [such] as safety week, poison week, fire prevention. (C-5/01, 110342)
>
> They really love "take home" materials. (C-4/01, 110371)
>
> Coloring books to stimulate interest and the ideals of children. (c-4/01, 110377)
>
> None--because I've tried tc use in the past and found them too difficult. (C-4/01, 110524)
>
> As individual, independent activity, usually visual and manipulative while I'm teaching small groups. (C-4/02, 110601)
>
> It is a very good program. I'm glad to see Consumers Power take such an interest in education of children. (C-4/02, 210066)

Materials Desired. When queried about the types of materials they desired, the lower elementary teachers (Grades K-3) responded in a pattern that is typical and comparable with the other (identified) groups within this series of studies. They favored filmstrips slightly ahead of films (75 per cent compared to 73 per cent) but not at a statistically significant rate. Worksheets, wallcharts, media kits and comic books all were favored at rates that would appear to make their inclusion in the "offering packet" of CPC/ESP program (catalog) a matter for future consideration. These data (selected portions) are presented in Figure 9 on the next page. Complete data from the survey regarding the types of materials desired are presented in Table 9ALET (Appendix A, pp. 70-71).

Some typical comments received were:

All materials would have to be at grade level...(C-6/01, 110026)

Computers activity: Pet computer (C-6/01, 110059)

Coloring books similar to "B". (C-6/01, 110099)

Large print, large illustrations, not too crowded, one topic per sheet, color book format. (C-6/01, 110112)

Computer programs on cassette for TRS 80 III (C-6/01, 110161)

Posters or pictures for display. (C-6/01, 110180)

Large, simple picture posters. (C-6/01, 110409)

Almost anything, but at 2nd [second] grade level. (C-6/01, 110554)

I have used the CP materials for three years and have been happy with the learning of my classes. (C-6/02, 210066)

TYPES OF MATERIALS DESIRED

All Elementary Teachers

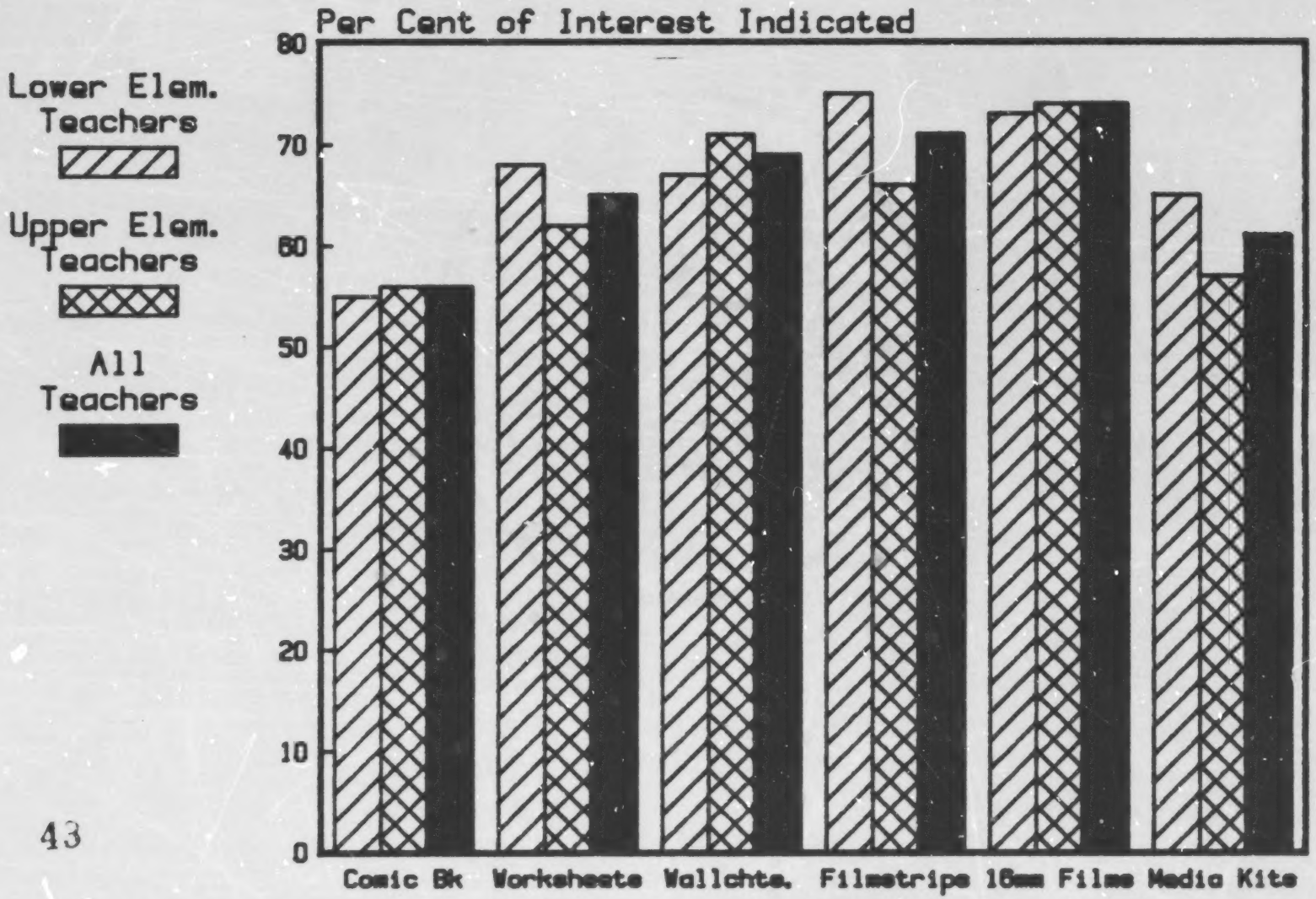

FIGURE 9

Features Desired. The respondents were asked what features they looked for in sponsored educational materials. Their overwhelming response (82 per cent) was an "attention to grade levels" closely followed by provision of "spirit master stencils" (80 per cent). In addition they strongly favored "suggested activities," an "objective presentation," the "use of color," and "quantity copies." These data are presented in Figure 10 (next page). Complete data are presented in Table 10ALET (Appendix A, pp. 72-73). The following comments are believed to be pertinent to this discussion:

> Black line masters. (C-7/01, 110061)
>
> Color book type of presentation. (C-7/01, 110112)
>
> Large charts--pictures. (C-7/01, 110169)
>
> Love the coloring books that correspond to the movies. (C-7/01, 110255)
>
> I look for easy reading. Activities that can be done without elaborate preparation. C-7/01, 110297)
>
> Most of us don't have access to a TV to use video yet. More on a K-3 level (similar to your puppet video). Start the information before they [pupils] get distorted concepts. (C-7/01, 110371)
>
> No advertising from sponsor--this is not the place for free advertising. (C-7/02, 110439)
>
> Any "hands on" activities really help. (C-7/02, 110494)
>
> If handouts are provided it's important to have enough for all students in general. I think of free materials from companies as an unexpected bonus, and if they're appropriate to my grade level I'll make provisions to use them and generally expand upon them. (C-7/02, 110595)

A complete transcript of all "open ended" comments received in answer to this question is presented in Appendix C-7. Many interesting ideas are presented by teachers for producers consideration.

FEATURES DESIRED IN FREE MTLS.

All Elementary Teachers

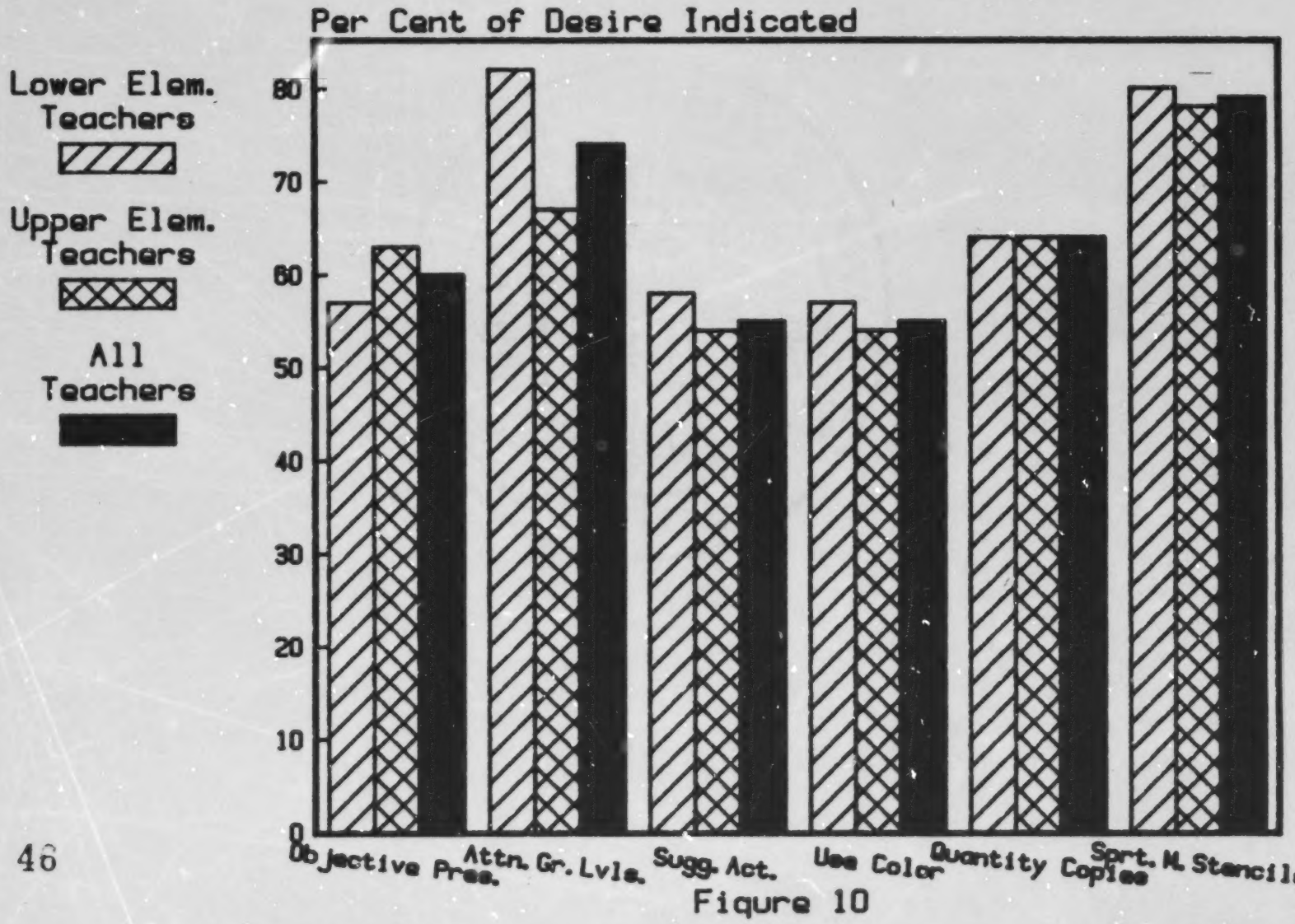

Figure 10

Materials Preference Ranking. The early elementary (K-3) teachers were asked to rank their preferences for materials, based upon the ESP "Catalog" classification schema, that is, those materials already provided by ESP to them. It is to be regretted that "computer software" was not included in the ranking schema (an oversight for which the researcher offers deepest apologies and sincere regrets). The rankings presented in Table 11ALET (Appendix A, p.74) were all derived from the choices indicated by the respondents and then changed by the use of a "weighted" scale.

As can be observed from the data presented in Figure 11, (next page) films was the first choice of the respondents, followed by media kits and filmstrips. The other three choices were certainly not so heavily favored. There were no comments received concerning any of these choices.

WEIGHTED RANKING OF MATERIALS

All Elementary Teachers

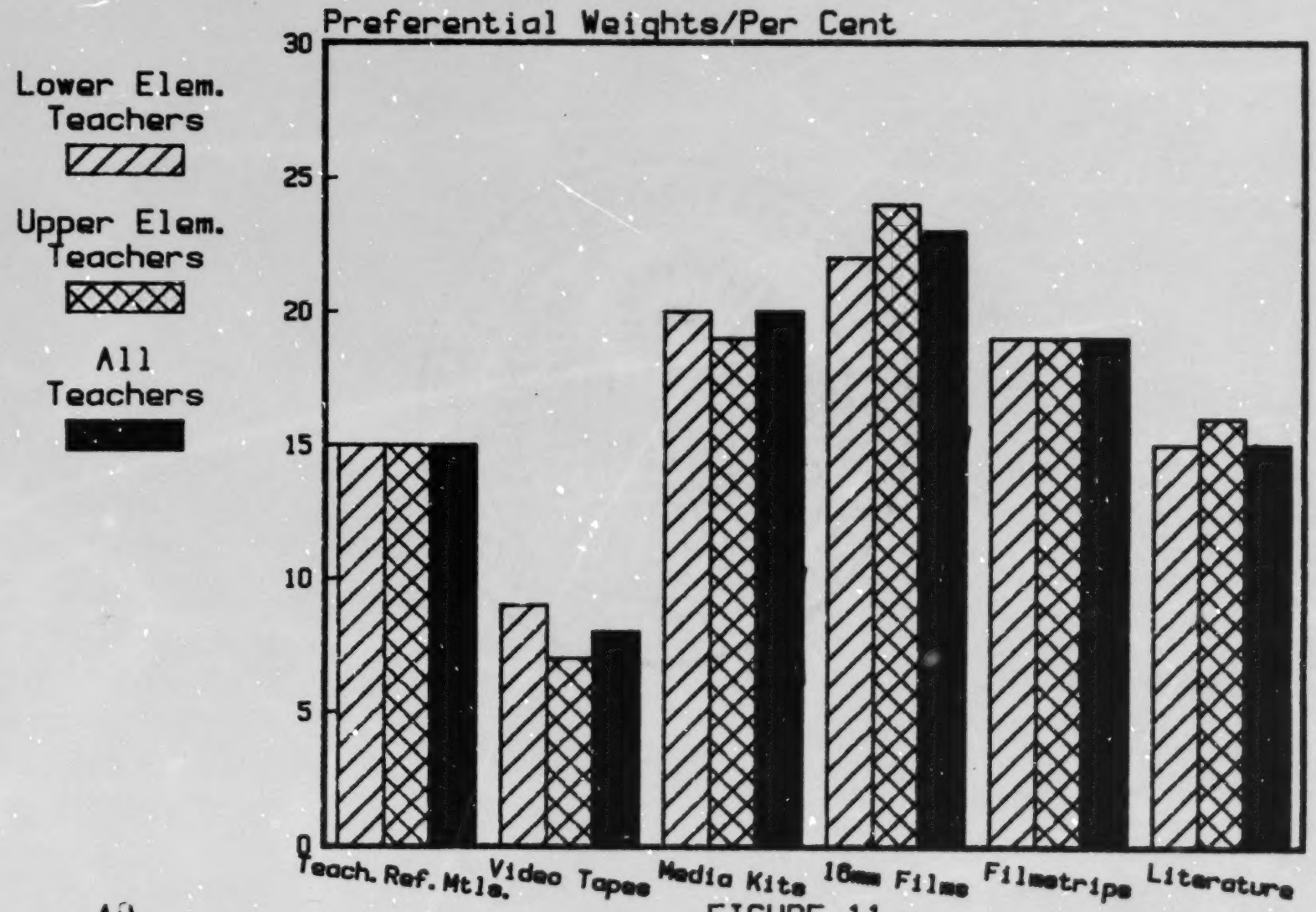

FIGURE 11

ANALYSES OF PARTICULAR INTEREST TO ESP PERSONNEL

The next five sections of analyses, together with the accompanying figures and appended tables, represent the "heart" of this particular study, as the subject matter involved may well serve as the basis for CPC's ESP's educational program for the next five or more years. The the lower elementary teachers were queried concerning their opinions regarding certain "controversial" topics related to CPC's interests in the field as a provider of energy, as well as a provider of educational materials related to the power industry in general, and the service area of CPC in particular.

In all cases the teachers were asked if they would "consider using" selected educational materials in a selected subject area with their classes, if CPC were to prepare and distribute such materials. These areas were carefully chosen and the instruments mailed at a time when a "least favorable" climate might have been expected. The teachers were contacted less than one month prior to the general election where a bitterly contested election was about to take place. Member companies of the utilities industry, as well as many other vested interest groups, were engaged in contesting three separate referenda which were on the ballot.

Energy Conservation. The respondents (K-3 teachers) indicated an extremely strong (positive) acceptance of the idea of considering materials dealing with energy conservation, if these were to be provided by CPC's ESP. Over 90 per cent (nine of every ten!) of the respondents reacted in a positive manner. Complete data are presented in Table 12ALEP (Appendix A, p.75), while the data are illustrated in Figure 12 (next page).

CONSIDER USING ENERGY MATERIALS

All Elementary Teachers

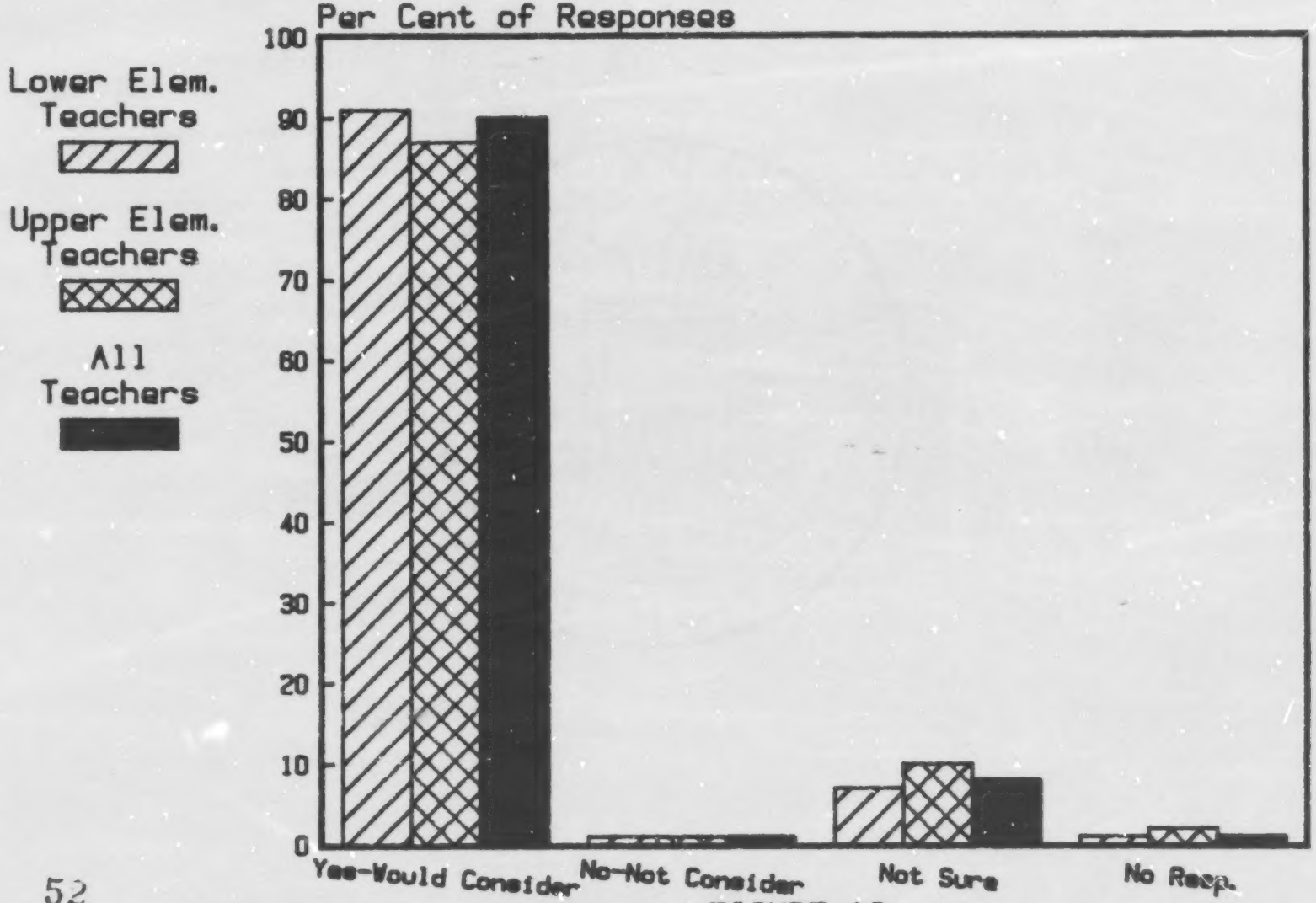

FIGURE 12

Many interesting comments were received, some of which are reproduced below.

> What young boys and girls can do to help, like close the door, turn off lights. (C-8/01, 110003)

> Have them [materials] relate to to what children and families can do, such as at home, turning off lights, lowering heat, etc., and at school, closing doors, etc. (C-8/02, 110041)

> How electricity is generated and transmitted. How it can be used safely. How it can be saved (home level). (C-8/04, 110153)

> The stickers for lights, etc. were very helpful. Things such as the stickers that young children can be more aware of and use. The checklist for energy conservation was helpful to parents. (C-8/04, 110170)

> Problems big companies have all the way down to how each can conserve. How energy affects a product's price. The "energies" that go into making one product. (C-8/06, 110213)

> Filmstrips demonstrating ways to conserve energy, and reasons for doing it, objective facts, perhaps even presented in a futuristic/science fiction manner (as Star Wars, posters, checklists, badges, or certificates). (C-8/06, 110224)

> I'd like the material presented and areas covered in energy conservation to be on child's level of understanding. (What can child as an individual do?) However, an overview of what and how it all affects his[her] environment is also important. (C-8/09, 110355)

> Different materials appropriate to grade levels (Ex. K-3/4-6). Information geared to children--<u>not</u> telling children what adults must do, but explaining what they can do. Useful materials--pamphlets generally aren't, it's "gimmicky"--but perhaps stickers or transfers or buttons--children <u>do</u> relate to those materials. (C-8/15, 110595)

> <u>Emphatically</u> yes! Recycling, resource-management, ecological trade-offs (objectively stated), value in conservation, global energy perspective, individual benefits, etc. (C-8/18, 210073)

As was to be expected, not all of the comments were positive, some offering very pointed observations:

It may not be appropriate. Only if it were on the basic scale and could be sent home to teach their parents. (C-8/01, 110015)

I don't want materials that are actually commercials or have hidden propaganda for the children. (C-8/03, 110113)

Don't have time to cover it. (C-8/07, 110289)

As can be seen from the above comments, and these are only illustrative, the opinions are varied and wide ranging, yet overall the respondents expressed their need for objective educational materials written at the primary (K-3) level. An overall assessment of the "tone" of the respondents remarks could be classified as "highly positive and helpful." Teachers do want sponsored materials to use with their classes -- if they are written for their intended audience, in this case lower elementay level pupils. A complete transcript (21 pages) of the teacher's suggestions can be found in Appendix C-8.

Michigan Economic Development Program. The lower elementary teachers were asked about their opinions concerning the development and distribution of materials specifically dealing with Michigan's Economic Development Program. This suggestion received "mixed reactions" from the respondents. As could be expected from the nature of the proposed materials the teachers did not respond favorably. Only 29 per cent responded that they would consider using these materials if they were developed for their grade level while 32 per cent responded that they would not consider these type materials and the highest per cent, 37, responded that they were not sure. These data are presented in bar graph form in Figure 13 (next page) and complete data are presented in Table 13ALET (Appendix A, p. 76). An examination of

CONSIDER USING MICH. ECON/DEV. MTL

All Elementary Teachers

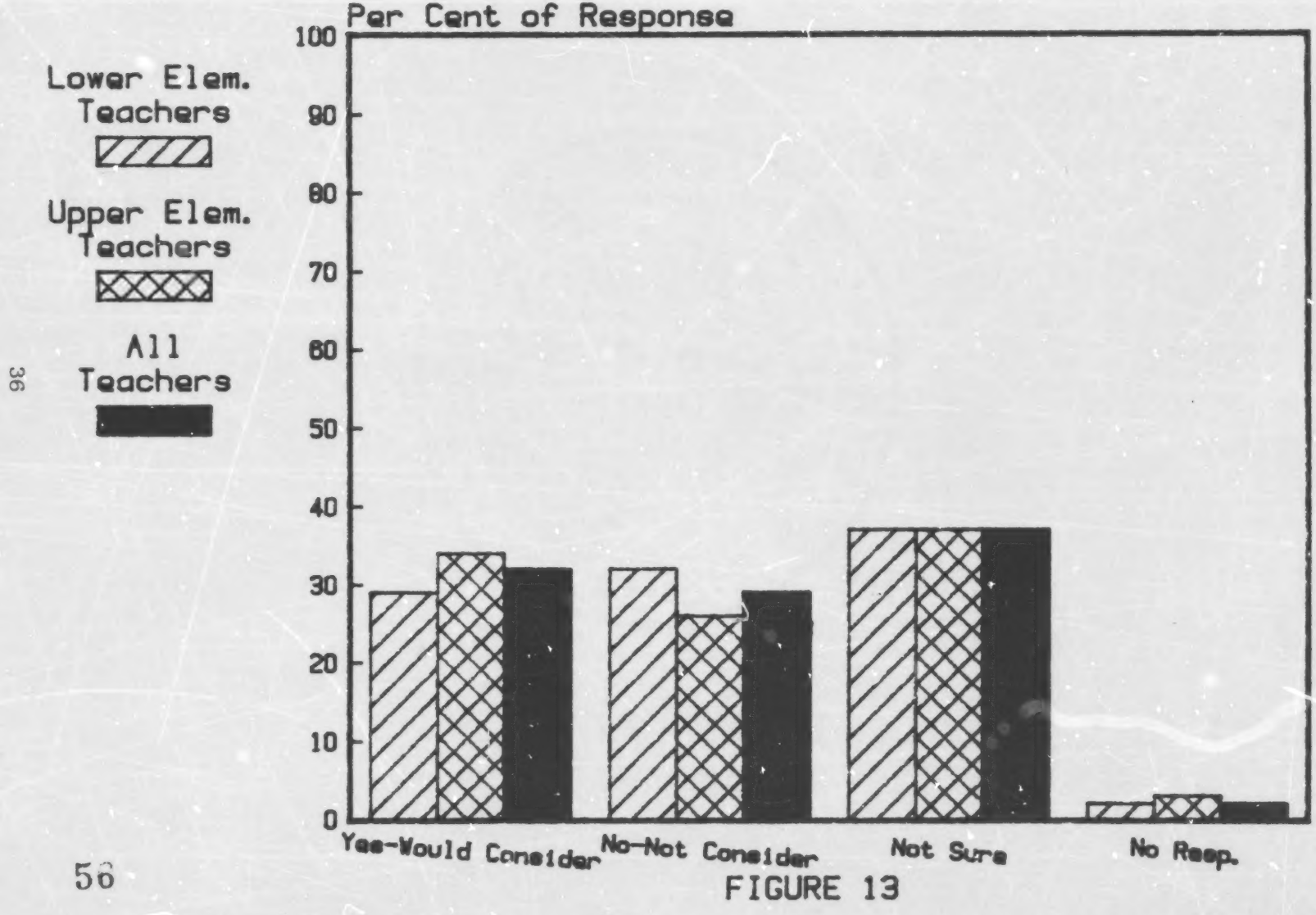

FIGURE 13

the remarks that accompanied this question (15 pages) revealed that the major concern the respondents had was that they do not consider the topic to be appropriate for the children at this grade (developmental) level. See Appendix C-9 for a complete transcript of all remarks received to this question.

Rate Structure of Regulated Industries. The matter of the rate structure of regulated industries was the one item on the opinionaire which engendered the least favorable support and the largest number of unfavorable comments (See Appendix C-10). Only slightly more than one-tenth of the respondents (13 per cent) evidenced an interest in the topic while only one in five said they were not sure (22 per cent). A resounding two-thirds (63 per cent) said that they would not even consider the topic. These data are presented in Figure 13 (next page) as well as in Table 14ALET (Appendix A, p. 77) The overall tenor of the comments was highly unfavorable. These will not be reproduced here but the reader is urged to peruse them in Appendix C-10.

Nuclear Fission to Produce Electric Energy. The teachers responded to this query in a negative manner, chiefly because they questioned the topic's appropriateness to the grade level. These data are presented in Figure 15 (p. 39) and complete data are presented in Table 15ALET (Appendix A, p.78). The remarks tended to encourage CPC's ESP to provide factual information, even though the respon ents questioned whether this could be effectively done at this early grade level.

The comments were most revealing:

> Atomic energy is a public issue--so we need to educate people about it. (C-11/01, 110003)

USE RATE STRUCTURE/REG. IND. MTLS

All Elementary Teachers

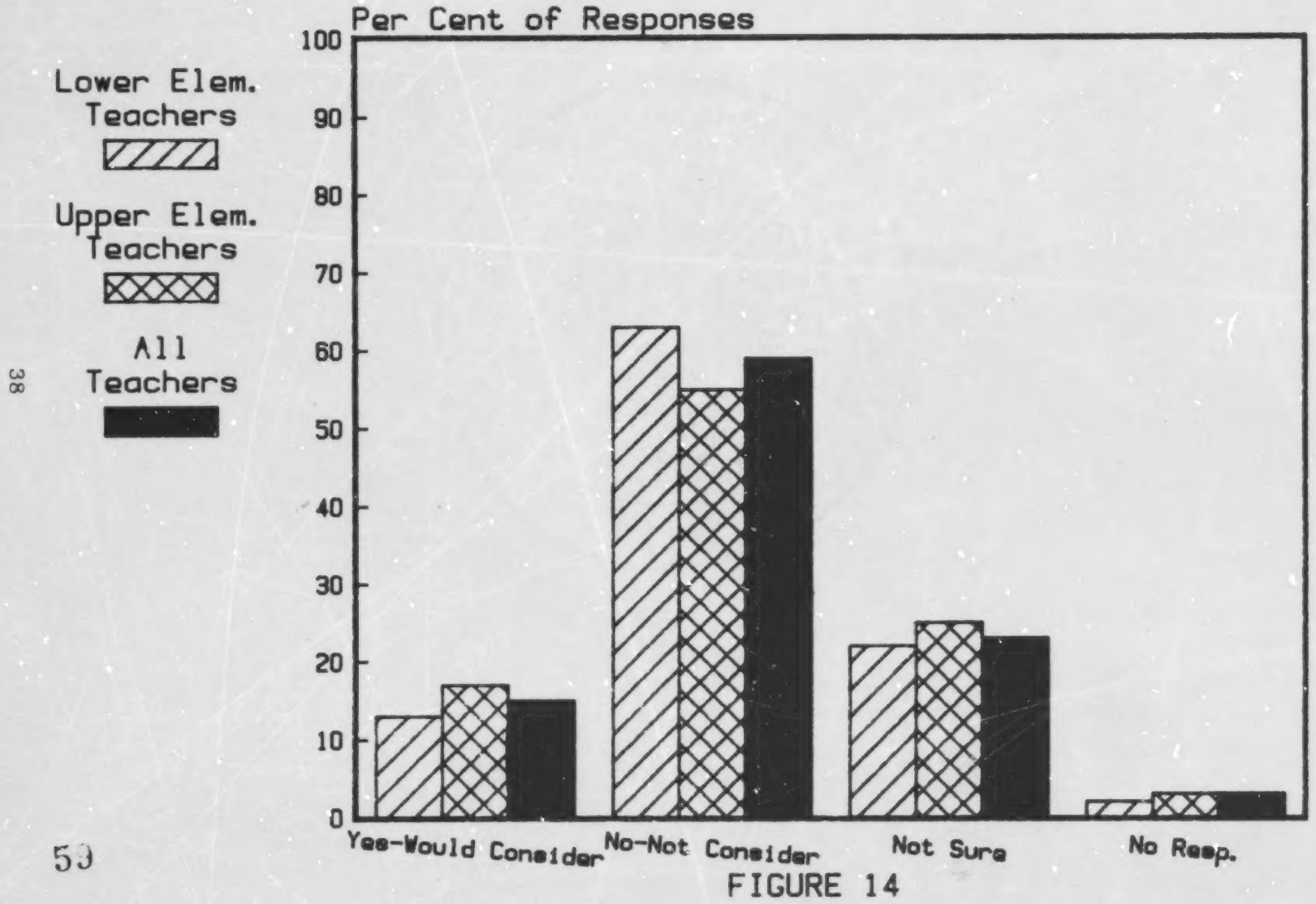

FIGURE 14

USE NUCLEAR/ELECTRIC ENERGY MTLS

All Elementary Teachers

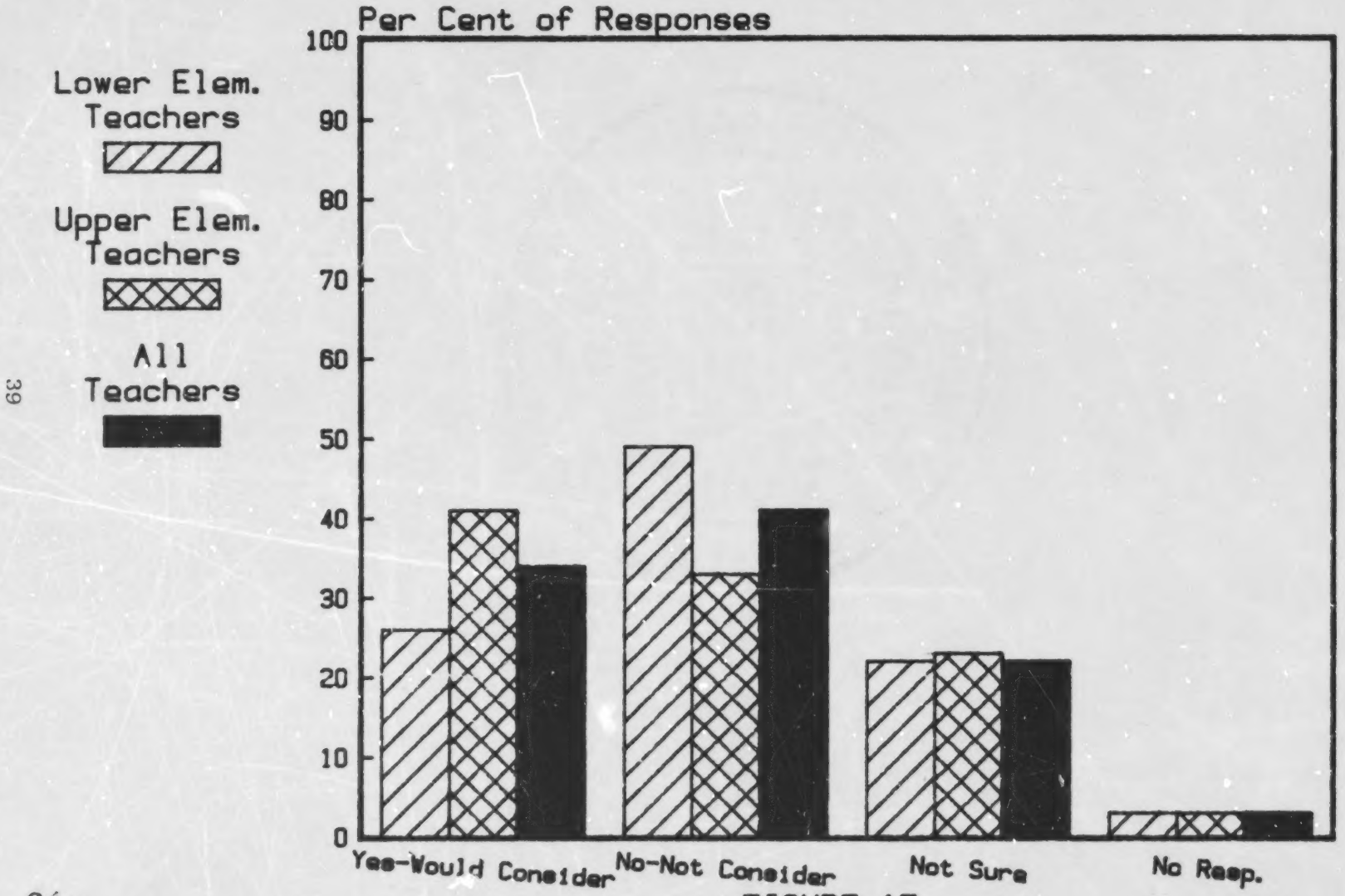

FIGURE 15

Pros and cons both discussed for environmental as well as economic impact. (C-11/01, 110004)

I'd have to see how it would apply to first grade experience and curriculum. (C-11/01, 110023)

If simple enough presentation, I would. Power plant being built in Midland. (C-11/02, 110055)

If you could make it understandable to first grade. How about describing efforts to develop nuclear fission? (C-11/03, 110099)

I don't feel that first graders would benefit from the material, but I would gladly look it over before I make any decision. (C-11/14, 210107)

Some questions were raised, and some negative remarks were received, as the following excerpts reveal.

Such materials might be beyond the grasp of 8-9 year olds. (C-11/01, 110008)

Sounds like too sophisticated a concept for this age. (C-11/02, 110063)

I don't know enough about the subject and I feel it would be more useful in upper grades. (C-11/04, 110150)

I believe there are other safer and cheaper (in the long run) ways to produce electric energy such as the wind and sun!! Also incenerators that burn a city's garbage to produce heat to produce steam to turn turbines...you get the idea! How about nuclear fusion? It needs developing? No radioactive wastes. (C-11/16, 110668)

A complete transcript of all remarks is contained in Appendix C-11. In summary, the early elementary level teachers question the appropriateness of the topic at their level, not the topic itself or its need to be taught in the schools.

Acid Rain. Finally, the lower elementary teachers were asked about using materials dealing with the problem of "acid rain." They appeared to be positive about this issue favoring examination of the materials by a ratio of 52 per cent. A few selected comments should serve to illustrate the teachers' points

of view. Complete data are presented in Table 16ALET (Appendix A, p. 79). Figure 16 (next page) illustrates these data.

Selected comments concerning the teachers (K-3) views are presented below:

> . . . We do a unit on pet care and talk about environmental factors on wild animals as well as domestic ones. (C-12/01, 110023)
>
> Environmental problems directly affect even 3rd graders and they should start to gain an awareness of what faces them in the future. C-12/02, 110050)
>
> Only if done simply in easily understood terms and large pictured material. Would want to preview it first. (C-12/03, 110112)
>
> If this concept was clearly and simply explained and pertinent to grade three, I would use the materials. (C-12/03, 110114)
>
> Explaining both sides of the story, why acid rain occurs, are there conflicting values that cause some problems--e.g. we need more electricity but is nuclear power the answer or does it cause more problems? (C-12/09, 110481)
>
> I've talked about this in the past and have found the kids to be very receptive to reasoning through solutions to the problem. (C-12/10, 110553)
>
> Environmental problems should be dealt with at all levels, it is best to begin early. (C-12/13, 210046)
>
> I feel that environmental problems and cures should be taught to children at a very young age. I do an environmental unit each spring with my second graders. (C-12/15, 110668)

Those teachers who made negative or questioning comments appeared to focus their comments upon the belief that the topic of acid rain was too advanced for their grade (developmental) level, or that they had not found suitable materials. They then made suggestions concerning the types of materials they eveisioned being provided.

> Films, posters, worksheets, kits for demcnstration. (C-12/01, 110019)

USE "ACID RAIN" ECOLOGICAL MTLS

All Elementary Teachers

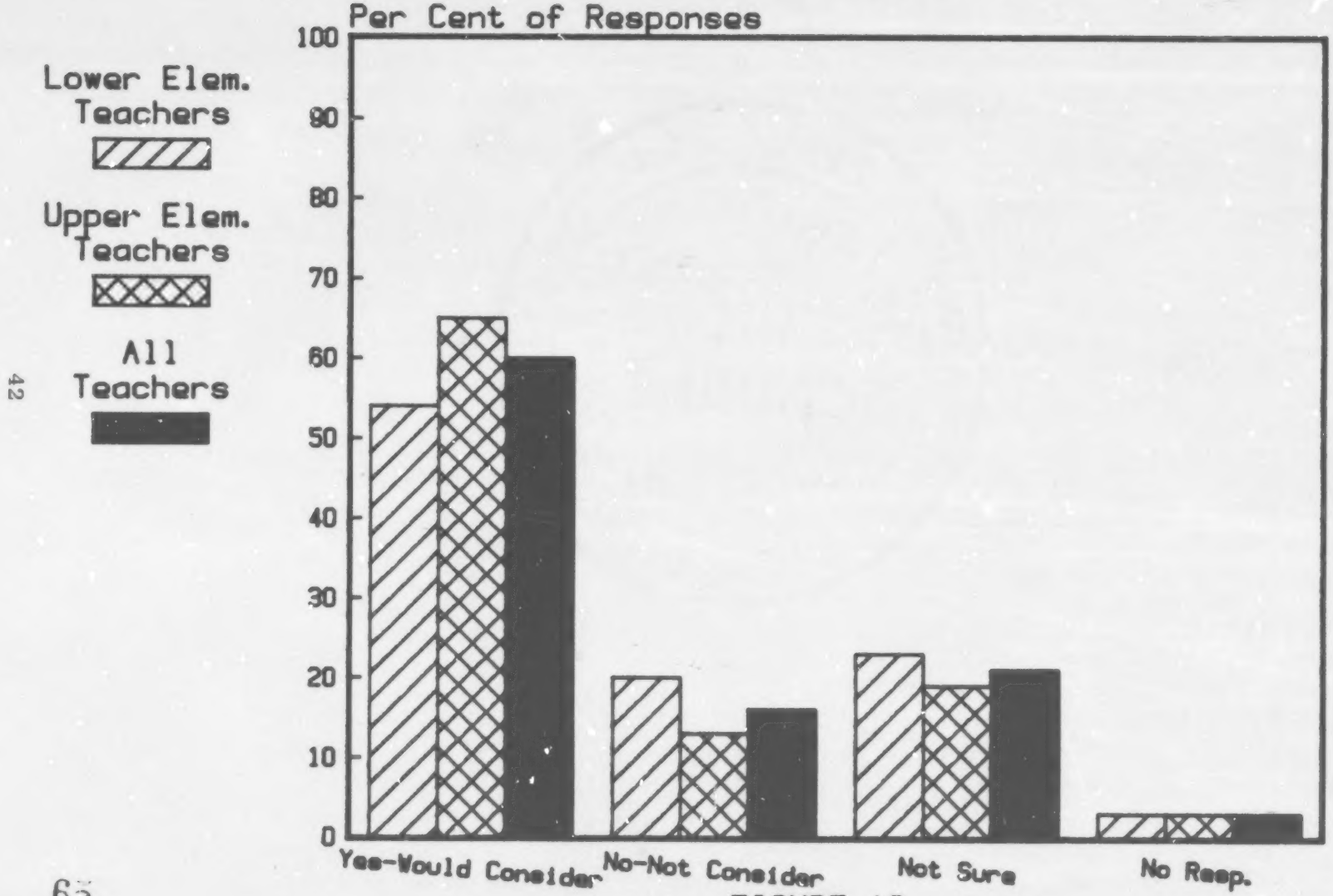

FIGURE 16

May be too high a level or difficult a concept for my age children. (C-12/02, 110068)

If it were geared to a K-2 interest level. (C-12/03, 110122)

Courses, remedies, results: wall charts, filmstrips, comic book style student books. (C-12/03, 110153)

However, again, depends on difficulty (would be great if at this grade level!) lower elementary. (C-12/04, 110192)

Depend on objectivity. (C-12/10, 110568)

It is recommended that the entire Appendix C-12 be read in order that the suggestions made by the respondents may be grasped in their totality. These teachers are seeking materials prepared in an objective manner at the particular grade or developmental level of their pupils. They favor the study of the question (as shown in Figure 16 and the supporting data) but they literally "cry" for materials on their grade (developmental) level.

Summary. Finally, in looking at all of the responses to this section of the opinionaire, it appeared that overall the responses were quite positive. In studying the comments made by the K-3 teachers it is apparent that they too are asking for an unbiased presentation of the facts. They are asking that the materials provided schools be at the grade or developmental level of the pupils. Examination and analysis of these data tend to show that CPC's ESP program has a positive acceptance rate with these teachers.

These selected comments seem to summarize this study and its findings:

I've been using Consumers films and materials for 14 years; very good material. (C13/01, 110014)

I think this is an excellent idea. I welcome any free materials geared for my teaching level. Much success to you in this project! (C-13/01, 110010)

Can you,put out more materials for lower elementary? (C-13/01, 110011)

Think of little people--one who can't yet read, but still could understand some of these basic concepts--materials they could use. Color, cut and paste activities are good. Put together things--puzzles? matching games? board game (simple, after the form of Monopoly). C-13/04, 110215)

Just answering this has "jogged my memory" that your materials are available! Possibly stressing one area a year and scheduling a resource person to present the materials to interested classrooms. Don't use just "education coordinator" for the C.P. to be guest speakers but pass the assignment around to all levels of employees--secretaries, engineers, linemen, etc. Good when discussing careers in classrooms too! (C-13/05, 110312)

I can't improve on an already good thing! I'm delighted with the assortment of materials and use as many as I can work into my busy day. Thanks for your help! (C-13/05, 110320)

Puppet shows are very popular with elementary students. Science demonstrations in an assembly of students. 16mm films of about 30 to 45 minutes for elementary students about energy, etc. (High interest type.) Adventures with kids in the film. Lassie type films or cartoon. (C-13/09, 110549)

Maybe updated materials. The past educational materials I have used from Consumer Power Company were very good. (C-13/12, 210059)

All "not sure" answers because I wonder if it could be presented at a low enough level. (C-13/12, 210041)

I have seldom seen material of interest to 5 & 6 year olds. (C-13/13, 110654)

I feel that teachers in our primary grades would use any free materials offered by the Consumers Power Company as long as the material was applicable to the grade levels. I feel we would benefit most from kits and filmstrips and visual aids. (C-13/14, 210127)

Several copies of booklets [catalogs] describing services would be great. There are many times when items are misplaced and not seen by others. (C-13/14, 210137)

Finally, the reader is urged to read ALL of the comments (See Appendixe C) in order to get a better "flavor" of the total study. The impact of the comments will greatly aid in the interpretation of the data presented.

CHAPTER III

SUMMARY, FINDINGS AND CONCLUSIONS

This final chapter is presented in three sections: the first section presents a summary of the problem and the procedures used. The second section recapitulates the findings of the research itself. The third and final section presents certain conclusions which were drawn from the findings and offers recommendations for further study.

SUMMARY

The Problem. It was the purpose of this study to investigate the opinions of lower elementary teachers (K-3) concerning use of sponsored (free) materials in their classrooms. These teachers were queried concerning the types of materials they had used and would like to see developed for their use with their classes in the future. In addition the teachers were asked their opinions concerning selected pieces of free (sponsored) materials that might be provided them by Consumers Power Company at some time in the future.

This study specifically attempted to determine, and compare where applicable: (1) the teaching position of the respondent; (2) membership(s) in professional organization(s); (3) years of both teaching and administrative experience; (4) use of sponsored (free) materials with classes; (5) use of sponsored (free) materials provided by CPC; (6) awareness of CPC's resource catalog; (7) administrative encouragement for use of sponsored materials; (8) use(s) presently being made of sponsored materials; (9) determination of types of materials considered to

be most useful; (10) features the respondent would like to see in future sponsored materials; (11) determination of a relative rank ordering of the different types of materials respondents would like to see CPC provide, based upon those materials already being provided (ESP Catalog classification schema used as a basis); (12) a determination of the respondents opinions regarding five broad subject areas of potential materials development activity for CPC's ESP program within the next five years. Finally, respondents were asked for their suggestions for improvement of CPC sponsored materials in any areas not previously covered in the instrument.

Design of the Study. A normative survey was conducted, using an instrument specifically developed for this study. Instruments were mailed to the principals of all elementary schools within the CPC distribution area. These mailings included two additional opinionaires addressed to the lower elementary (K-3) and upper elementary (grades 4-6) teachers. The principal was asked to distribute these instruments to his teachers. A follow-up postal card was mailed approximately four to six weeks later to those teachers and principals who had failed to respond to the initial request for information.

This study is one of six similar studies being conducted for CPC which will present and compare the opinions of the following groups of educators: (1) Lower Elementary (K-3) Teachers; (2) Upper Elementary (4-6) Teachers); (3) Elementary Principals; (4) Junior High School Social Studies and Science Teachers; (5) Senior High School Social Studies and Science Teachers; and (6) Junior High and Senior High School Principals.

FINDINGS

The following findings, indicated by an analysis of the data, are reported:

1. Thirty-five per cent of the opinionaires were returned in usable form. This is an acceptable rate of response, therefore generalizations were drawn to the population of lower elementary grade teachers (K-3) within the CPC distribution area of Michigan.
2. A strong majority of these teachers belong to both the National Education Association (90 per cent) and the Michigan Education Association (91 per cent). They also are relatively experienced with a majority them having more than ten years classroom teaching experience.
3. They, asa group, did tend to use sponsored (free) teaching materials when they were teaching their classes. Eighty-nine per cent of them report using some type of sponsored aid; approximately two-thirds report using some type of CPC furnished materials. Just over half of them (52 per cent) report having seen the latest CPC/ESP catalog, while nearly seven of ten (69 per cent) of them report receiving some sort of administrative encouragement to use sponsored (free) materials.
4. The most popular uses of sponsored (free) materials indicated by the respondents is as supplementary to a unit and to stimulate interest.

5. The most desired types of materials are films, filmstrips, wall charts, worksheets and media kits. The most desired feature in these materials, as indicated by the respondents, should be the provision of spirit master stencils (black line masters?) and copies of materials (comic books, pamphlets, coloring sheets, etc.) in quantity (classroom).

6. The (K-3) teachers indicated the following ranking of subject matter in materials they would examine for possible use with their classes: (1) Energy Conservation (91 per cent); (2) Ecological Factors Involved in the "Acid Rain" Problem (54 per cent); (3) Michigan's Economic Development Program (29 per cent); (4) Use of Nuclear Fission to Produce Electric Energy (26 per cent); and (5) Rate Structures of Regulated Industries (13 per cent).

7. The remarks made in response to the specific question (Appendixe C) when considered overall, were highly positive in support of free educational materials in general, and the efforts of CPC's ESP in particular.

CONCLUSIONS

Based upon the data collected, the analyses made, and the findings reported, the following conclusions were drawn:

1. The respondents, all of whom were lower elementary grade teachers (K-3) in Michigan elementary schools, are favorably inclined toward the use of sponsored

(free) educational materials.

2. The method of distributing CPC's ESP Guide to Teaching Resources to the elementary schools should be examined, and consideration given to mailing it to selected elementary within the schools (perhaps those who ordered within the last year) as well as the building principal.

3. The teachers have a relatively positive impression of the materials which may be produced by ESP within the next several years, with the exceptions noted. Of all of the groups surveyed, these K-3 teachers have probably the narrowest range of interest in materials of any group contacted. This is probably due to their perception of the limited reading ability of their young pupils. Materials developed for their specific grade range would probably have a high appeal (distribution rate) if these teachers were made aware of these (specifically developed) materials.

4. The respondents welcome the educational materials provided their schools by CPC/ESP as long as it is at the educational (developmental) level of their pupils and is instructionally appropriate.

5. Examination of the comments made by the teachers who responded reinforces the positive nature of the above stated conclusions (with the few noted exceptions). The reader is advised to study these comments in detail and draw his own conclusions.

RECOMMENDATIONS

No recommendations for further study will be made at this time. As noted at the beginning of this study, this is the fourth in a series of six similar studies. Within the next several months additional studies will be completed dealing with the opinions of elementary principals, and upper elementary teachers, as well as junior high school teachers of social studies and science. Upon the completion of these studies specific overall recommendations will be made.

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Charles R. DuVall & Associates
EDUCATION CONSULTANTS
1600 BEARCHWAY DRIVE • SOUTH BEND, INDIANA 46614
CHARLES R. DU VALL, Ph.D. (219) 291-0488

October 15, 1982

Dear Teacher or Principal:

Consumers Power Company is interested in finding out exactly what type of FREE MATERIALS practicing educators such as yourself would like to see developed over the next five (5) years. Would you please complete this opinionaire and return it in the self-addressed, stamped envelope provided?

This study is intended to give the officials of Consumers Power Company an idea of the educational materials practicing educators need. Consumers Power Company has retained us, an independent research organization, to conduct this study and evaluate the responses from instructional leaders such as yourself. Please feel free to give us a frank evaluation of the materials you have seen in the past--and what you would like to see in the future.

Your response is valued. The results of this study will be used--and you will see these results in the form of educational materials that more fully meet your educational needs (as expressed in your responses to this opinionaire). HELP US TO HELP YOU!!! Complete and mail this opinionaire TODAY!

Sincerely,
Charles R. DuVall
Charles R. DuVall
Research Consultant

No. _____
(for office use only)

CONSUMERS POWER COMPANY NEEDS ASSESSMENT

Please tell us a little bit about yourself and your school. (CIRCLE) the most appropriate response. Your responses will be entered in the computer for analysis.

1. Which of the following best describes your present position in the school?
   (01) A. Lower Elementary Grade Teacher (K-3)
   (02) B. Upper Elementary Grade Teacher (4-6)
   (03) C. Jr. High (Middle) Social Studies Tchr.
   (04) D. Jr. High (Middle) Science Teacher
   (05) E. Senior High Social Studies Teacher
   (06) F. Senior High Science Teacher
   (07) G. Building Principal
   (08) H. Central Office Administrator
   (09) I. Superintendent of Schools
   (10) J. Other _____

2. To which of the following organizations do you belong? (Circle ALL appropriate responses.)
   (01) A. National Education Assn. (NEA)
   (02) B. Michigan Education Assn. (MEA)
   (03) C. National Council/Social Studies (NCSS)
   (04) D. Michigan Council/Social Studies (MCSS)
   (05) E. National Science Teachers Assn. (NSTA)
   (06) F. Michigan Science Teachers Assn. (MSTA)
   (07) G. American Federation of Teachers (AFT)
   (08) H. Michigan Federation of Teachers (MFT)
   (09) I. Other _____
   (10) J. I belong to no profession related organizations.

3. How many years of experience do you have as either a teacher and/or administrator?

Teacher	Years Exp.	Admin.	Teacher	Years Exp.	Admin.
(01) A.	1 - 3	N. (11)	(05) E.	21 - 30	R. (15)
(02) B.	4 - 7	O. (12)	(06) F.	31 - 40	S. (16)
(03) C.	8 - 10	P. (13)	(07) G.	41+	T. (17)
(04) D.	11 - 20	Q (14)	(08) H.	No experience	U. (18)

4. Do (did) you use free (sponsored) educational materials with your class(es)?
   (01) A. Yes Why?
   (02) B. No
   (03) C. Not sure

PLEASE TURN PAGE

Copy of Page 2 of Opinionaire

5. Do (did) you use free (sponsored) educational materials provided by Consumers Power Company with your class(es)?

(01) A. Yes Why?
(02) B. No
(03) C. Not sure

6. Have you received (seen) the 1982-83 GUIDE TO TEACHING RESOURCES (catalog) provided your school by Consumers Power Company?

(01) A. Yes Have you an opinion about this catalog and its contents?
(02) B. No
(03) C. Not sure

7. Does your school administration encourage you to use free (sponsored) educational materials provided by business, industry and government agencies?

(01) A, Yes Please tell us how this is done?
(02) B. No
(03) C. Not sure

8. What uses are YOU presently making of free (sponsored)educational materials? (Circle ALL appropriate)

(01) A. As an aid to stimulate student interest.
(02) B. As supplementary material in a unit
(03) C. As basic material in a unit.
(04) D. As reference materials in planning units
(05) E. As special material for special reports by individuals and groups.
(06) F. As reference material upon which a class discussion is based,
(07) G. As part of a bulletin board/display
(08) H. As enrichment reading for the brighter students
(09) I. As basic reading material for all students
(10) J. As supplementary reading material for slower students.
(11) K. As a workbook when the materials are set up to be used in this manner.
(12) L. As a planned part of a unit.
(13) M. As material added casually.
(14) N. As material for demonstrations.
(15) O. As reference material for surveying vocational interests.
(16) P. As material for student made scrapbooks and posters.
(17) Q. Other. _____

9. What types of free (sponsored) educational materials would be most useful to YOU? (Circle ALL appropriate responses.)

(01) A. Pamphlets giving a prose description w/illustrations.
(02) B. Pamphlets of the "comic book" type.
(03) C. A series of illustrated pamphlets related to one topic.
(04) D. Materials (worksheets) for seatwork.
(05) E. Wall charts
(06) F. Wall maps
(07) G. Filmstrips
(08) H. Motion Pictures (16 mm.)
(09) I. Media Kits (filmstrips & cassette)
(10) J. Video Cassettes
(11) K. Sample Display Kits
(12) L. Sample Demonstration Kits
(13) M. Graphic presentations
(14) N. Field trips
(15) O. Guest speakers (resource persons)
(16) P. Role Playing Activities
(17) Q. Other _____

Remarks:

10. What features do you like to see in free (sponsored) educational materials? (Circle ALL appropriate
(01) A. Objective presentation of all important facts.
(02) B. Writing and make-up similar to that contained in textbooks.
(03) C. Special attention to grade levels.
(04) D. Special attention to reading levels.
(05) E. Cross reference to other published materials.
(06) F. Suggested discussion topics or subjects.
(07) G. Self-evaluation questions on grasp of content.
(08) H. Tests to accompany materials.
(09) I. Suggestions for activities and further exploration.
(10) J. Provision for individual differences in suggested activities.
(11) K. Graphic and pictorial materials with a minimum of prose description.
(12) L. Scrapbook technique so students may complete their own story.
(13) M. Wide use of color for aesthetic appeal.
(14) N. Copies in quantity.
(15) O. Spirit master stencils for activity sheets.
(16) P. Provision for making transparencies.
(17) Q. Other _____

Remarks:

11. Consumers Power Company provides free (sponsored) educational materials in six (6) broad categories in their GUIDE TO TEACHING RESOURCES. Please mark that which you value highest with a one (1), next highest with a two (2), etc. Please rank order all six (6) categories from highest to lowest (highest -1-2-3-4-5-6- lowest).

A. _____ Teacher Reference Materials
B. _____ Video Tapes
C. _____ Media Kits
D. _____ Films
E. _____ Filmstrips
F. _____ Literature

12. If Consumers Power Company were to prepare and distribute educational materials explaining energy conservation, would you consider using these materials with your class(es)?

(01) A. Yes
(02) B. No
(03) C. Not sure

What would YOU like to see included in these materials?
(OR Why would you not use these materials?)

13. If Consumers Power Company were to prepare and distribute educational materials explaining the Michigan Economic Development Program, would you consider using these materials with your class(es)?

(01) A. Yes
(02) B. No
(03) C. Not sure

What would YOU like to see included in these educational materials?
(OR Why would you not use these materials?)

PLEASE TURN PAGE

14. If Consumers Power Company were to prepare and distribute educational materials explaining the economic factors of the rate structure of regulated industries (e.g. electric power and gas companies), would you consider using these materials with your class(es)?

(01) A. Yes — What would YOU like to see included in these materials?
(02) B. No — (OR Why would you not use these materials?)
(03) C. Not sure

15. If Consumers Power Company were to prepare and distribute educational materials explaining the use of nuclear fission to produce electric energy, would you consider using these materials with your class(es)?

(01) A. Yes — What would YOU like to see included in these educational materials?
(02) B. No — (OR Why would you not use these materials?)
(03) C. Not sure

16. If Consumers Power Company were to prepare and distribute educational materials explaining the ecological factors involved in the "acid rain" problem, or other environmental problems, would you consider using these materials with your class(es)?

(01) A. Yes — What would YOU like to see included in these educational materials?
(02) B. No — (OR Why would you not use these materials?)
(03) C. Not sure

17. Use this space for any additional suggestions YOU may have to help Consumers Power Company improve the educational materials offered to schools and teachers. (Use additional sheets of paper if necessary.)

Please return to:

Charles R. DuVall & Associates
Research Consultants
1520 Berkshire Drive
South Bend IN 46614

Copy of Follow-up Postcards

Principals

Dear Principal:

On October 15th we mailed you an opinionaire regarding your perception of the free educational materials furnished by CONSUMERS POWER COMPANY. Also included were two additional instruments for your teachers (Science & Social Studies).

Please check your files to determine if this survey instrument has been answered and returned. Your response is valued. If you distributed the instruments to your staff members as requested--we haven't heard from them either. A gentle "PROD" would be appreciated.

If this reminder and your response have crossed in the mail, THANKS!!! The results of this survey are important if your staff is to continue to receive educational help from CPC.

Sincerely,

Charles R. DuVall & Associates
1520 Berkshire Drive
South Bend IN 46614

Teachers

Dear Teacher:

On October 15th we mailed an opinionaire to your principal. He/she gave it to you. This instrument solicited your perception of the free educational materials furnished by CONSUMERS POWER COMPANY.

Please check your files to determine if this survey instrument has been answered and returned. Your response is valued.

If this reminder and your response have crossed in the mail, THANKS!!! The results of this survey are important if you and others are to continue to receive educational help from CPC. Help us to help you--return the opinionaire.

Sincerely,

Charles R. DuVall & Associates
1520 Berkshire Drive
South Bend IN 46614

TABLE 1ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS TO INITIAL AND FOLLOW-UP MAILING OF OPINIONAIRES AND "PROD" CARD

Analysis of Returns		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Initial Mailing (10-15-83)	Public	2047	83	2047	83	4094	83
	Private	432	17	432	17	864	17
	Total	2479	100	2479	100	4958	100
Returned by Post Office	Public	87	--	87	--	174	--
	Private	4	--	4	--	8	--
	Total	91	--	91	--	182	--
Received but Unusable	Public	56	--	22	--	78	--
	Private	10	--	8	--	18	--
	Total	66	--	30	--	96	--
Possible Receipts	Public	1904	100	1938	100	3842	100
	Private	418	100	420	100	838	100
	Total	2322	100	2358	100	4680	100
Actual Receipts	Public	679	36	728	38	1407	37
	Private	135	32	148	35	283	34
	Total	814	35	876	37	1690	36

Note: These data are illustrated in Figure 1, page 10.

TABLE 2PBET - RESPONSES OF PUBLIC ELEMENTARY SCHOOL TEACHERS REGARDING MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS (Question 2)

Name of Organization	Lower Elem.		Upper Elem.		All Elem.	
	f	%	f	%	f	%
Nat'l. Educ. Assn.	608	90	625	86	1233	88
Michigan Educ. Assn.	618	91	645	89	1263	90
Nat'l. C. Soc. St.	1	-1	4	1	5	-1
Mich. C. Soc. St.	4	1	3	-1	7	-1
Natl. Science T. Assn.	3	-1	14	2	17	1
Mich. Science T. Assn.	2	-1	10	1	12	1
Am. Fed. Teachers	25	4	25	3	50	4
Mich. Fed. Teachers	23	3	27	4	50	4
Others	19	3	67	9	86	6

Note: Multiple responses were received in many cases. Totals exceed 100 per cent.

TABLE 2PRET - RESPONSES OF PRIVATE ELEMENTARY SCHOOL TEACHERS REGARDING MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS (Question 2)

Name of Organization	Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Nat'l. Educ. Assn.	10	7	11	7	21	7
Michigan Educ. Assn.	7	5	16	11	23	8
Nat'l. C. Soc. St.	--	--	1	1	1	-1
Mich. C. Soc. St.	--	--	1	1	1	-1
Natl. Science T. Assn.	--	--	--	--	--	--
Mich. Science T. Assn.	2	1	2	1	4	1
Am. Fed. Teachers	1	1	--	--	1	-1
Mich. Fed. Teachers	--	--	1	1	1	-1
Others	16	12	20	14	36	13

Note: Multiple responses were received in many cases.
Totals exceed 100 per cent.

TABLE 2ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS (Question 2)

Name of Organization	Lower Elem. f	%	Upper Elem. f	%	All Elem. f	%
Nat'l. Educ. Assn.	618	76	636	73	1254	74
Michigan Educ. Assn.	625	77	661	75	1286	76
Nat'l. C. Soc. St.	1	-1	5	1	6	-1
Mich. C. Soc. St.	4	-1	4	-1	8	-1
Natl. Science T. Assn.	3	-1	14	2	17	1
Mich. Science T. Assn.	4	-1	12	1	16	1
Am. Fed. Teachers	26	3	25	3	51	3
Mich. Fed. Teachers	23	3	28	3	51	3
Others	35	4	87	10	122	7

Note: Multiple responses were received in many cases. Totals exceed 100 per cent.

Note: These data are illustrated in Figure 2, page 12.

TABLE 3ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING YEARS OF TEACHING/ADMINISTRATIVE EXPERIENCE (Question 3)

Experience Range of Years		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
1 - 3	Teaching	28	4	31	4	59	3
	Admin.	4	-1	5	1	9	-1
4 - 7	Teaching	131	16	115	13	246	15
	Admin.	5	1	4	-1	9	-1
8 - 10	Teaching	117	14	149	17	266	16
	Admin.	5	1	5	1	10	-1
11 - 20	Teaching	368	45	405	46	773	46
	Admin.	8	1	4	-1	12	1
21 - 30	Teaching	129	16	138	16	267	16
	Admin.	8	1	3	-1	11	1
31 - 40	Teaching	26	3	16	2	42	2
	Admin.	2	-1	1	-1	3	-1
41+	Teaching	2	-1	3	-1	5	-1
	Admin.	2	-1	3	-1	5	-1
No Resp.	Teaching	13	2	1[illegible]	2	32	2
	Admin.	780	96	85[illegible]	97	1631	97
Totals	Teaching	814	100	876	100	1690	100
	Admin.	814	100	876	100	1690	100

Note: These data are illustrated in Figure 3, page 14.

TABLE 4ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING USE OF SPONSORED MATERIALS WITH CLASSES (Question 4)

Use Indicated		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes	Public	609	90	629	86	1238	88
	Private	111	82	126	85	237	84
	Total	720	89	755	86	1475	87
No	Public	40	6	55	8	95	7
	Private	9	7	12	8	21	7
	Total	49	6	67	8	116	7
Not Sure	Public	18	2	23	3	41	3
	Private	10	7	7	6	17	6
	Total	28	3	30	3	58	3
No Response	Public	12	2	21	3	33	2
	Private	5	4	3	2	8	3
	Total	17	2	24	3	41	3
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	Total	814	100	877	100	1691	100

Note: These data are illustrated in Figure 4, page 17.

TABLE 5ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING USE OF CPC/ESP SPONSORED MATERIALS WITH CLASSES (Question 5)

Use Indicated		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes	Public	420	62	546	75	966	69
	Private	91	67	75	53	166	60
	Total	511	63	624	71	1,135	67
No	Public	210	31	134	18	344	24
	Private	40	30	59	40	99	35
	Total	250	31	193	22	443	26
Not Sure	Public	38	5	33	5	71	5
	Private	3	2	7	5	10	3
	Total	41	5	40	5	81	5
No Response	Public	11	2	15	2	26	2
	Private	1	1	4	2	5	2
	Total	12	1	19	2	31	2
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	Total	814	100	876	100	1690	100

Note: These data are illustrated in Figure 5, page 18.

TABLE 6ALET - RESPONSES OF ALL ELEMENTARY TEACHERS REGARDING AVAILABILITY OF CPC/ESP 1982-83 GUIDE TO TEACHING RESOURCES CATALOG (Question 6)

Availability Indicated		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes	Public	334	49	430	59	764	54
	Private	91	67	93	63	184	65
	Total	425	52	523	60	948	56
No	Public	292	43	238	33	530	38
	Private	32	24	44	29	76	27
	Total	324	40	282	32	606	36
Not Sure	Public	41	6	45	6	86	6
	Private	11	8	10	7	21	7
	Total	52	6	55	6	107	6
No Response	Public	12	2	15	1	27	2
	Private	1	1	1	1	2	1
	Total	13	2	16	2	29	2
Totals	Public	679	100	728	100	1,407	100
	Private	135	100	148	100	283	100
	Total	814	100	876	100	1,690	100

Note: These data are illustrated in Figure 6, page 20.

TABLE 7ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING ADMINISTRATIVE ENCOURAGEMENT OF USE OF SPONSORED MATERIALS (Question 7)

Administrative Encouragement		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes	Public	456	67	436	60	892	64
	Private	102	76	121	82	223	79
	Total	558	69	557	64	1115	66
No	Public	92	14	120	17	212	15
	Private	11	8	15	10	26	9
	Total	103	13	135	15	238	14
Not Sure	Public	115	17	141	19	256	18
	Private	18	13	10	7	28	10
	Total	133	16	151	17	284	17
No Response	Public	16	2	31	4	47	3
	Private	4	3	2	1	6	2
	Total	20	2	33	4	53	3
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	Total	814	100	876	100	1690	100

Note: These data are illustrated in Figure 7, page 22.

TABLE 8ALET - RESPONSES OF ALL ELEMENTARY TEACHERS REGARDING USE PRESENTLY MADE OF SPONSORED MATERIALS (Question 8)

Use Made		Lower El. f	%	N* %	Upper El. f	%	N* %	All Elem. f	%	N* %
Stimulate	Pb	410	60		453	62		863	61	
Interest	Pr	76	56		87	59		163	58	
(Opt. A)	T	486	60	--	540	62	91	1026	61	--
Supplementary	Pb	500	74		551	76		1051	75	
to Unit	Pr	96	71		106	72		202	71	
(Opt. B)	T	596	73	--	657	75	97	1253	74	--
Basic Material	Pb	145	21		106	15		251	18	
in Unit	Pr	11	8		41	28		52	18	
(Opt. C)	T	156	19	--	147	17	10	303	18	--
Reference Mtl.	Pb	238	35		177	24		415	29	
in Unit	Pr	32	24		40	27		72	25	
(Opt. D)	T	270	33	--	217	25	52	487	29	--
Special Report	Pb	69	10		144	20		213	15	
Materials	Pr	20	15		8	5		28	10	
(Opt. E)	T	89	11	--	152	17	53	241	14	--
Reference Mtl.	Pb	190	28		256	35		446	32	
Class Discuss	Pr	33	24		29	20		62	22	
(Opt. F)	T	223	27	--	285	33	39	508	30	--
Bulletin Board	Pb	293	43		245	34		538	38	
Display	Pr	39	39		47	32		86	30	
(Opt. G)	T	332	41	--	292	33	90	624	37	--
Enrich Rdg.	Pb	83	12		108	15		191	14	
Brighter St.	Pr	16	12		11	7		27	10	
(Opt. H)	T	99	12	--	119	14	60	218	13	--
Basic Rdg.	Pb	21	3		38	5		59	4	
All Stdts.	Pr	6	4		7	5		13	5	
(Opt. I)**	T	27	3	--	45	5	--	72	4	--
Suppl. Rdg.	Pb	30	4		39	5		69	5	
Slow Stdts.	Pr	2	1		6	4		8	3	
(Opt. J)***	T	32	4	--	45	5	4	77	5	--
Workbook	Pb	110	16		66	9		176	13	
(Opt. K)	Pr	13	10		24	16		37	13	
	T	123	15	--	90	10	8	213	13	--

(continued next page)

TABLE 8SH (continued)

Use Made		Lower El. f	%	N* %	Upper El. f	%	N* %	All Elem. f	%	N* %
Planned Part of Unit (Opt. L)	Pb	298	44		274	38		572	41	
	Pr	35	26		62	42		97	34	
	T	333	41	--	336	38	57	669	40	--
Material Add Casually (Opt. M)	Pb	164	24		185	25		349	25	
	Pr	35	26		33	22		68	24	
	T	199	24	--	218	25	39	417	25	--
Demonstration Material (Opt. N)	Pb	144	21		131	18		275	20	
	Pr	24	18		27	18		51	18	
	T	168	21	--	158	18	38	326	19	--
Ref. Mtls. Voc. Inter. (Opt. O)	Pb	41	6		67	9		108	8	
	Pr	8	6		2	1		10	4	
	T	49	6	--	69	8	3	118	7	--
Scrapbook & Posters (Opt. P)	Pb	85	13		72	10		157	11	
	Pr	6	4		8	5		14	5	
	T	91	11	--	80	9	52	171	10	--
Others (Opt. Q)	Pb	8	1		13	2		21	1	
	Pr	1	1		--	--		1	-1	
	T	9	1		13	1	7	22	1	--

Note: Multiple responses were received in many cases. Totals exceed 100 per cent.
* From Netzer, The Use of Industry Aids in Schools, Table 14, p. 54 (derived data).
** Option not included in Netzer Study.
*** Form of option changed slightly.

Note: Selected of these data are illustrated in Figure 8, page 24.

TABLE 9ALET - RESPONSES OF ALL ELEMENTARY TEACHERS REGARDING TYPES OF MATERIALS DESIRED BY TEACHERS (Question 9)

Types Materials Desired		Lower EL. f	%	N* %	Upper El. f	%	N* %	All Elem. f	%	N* %
Pamphlets w/ prose desc. (Opt. A)	Pb	153	23		243	33		396	28	
	Pr	39	29		30	20		69	24	
	T	192	24	--	273	31	39	465	28	--
Pamphlets Comic Bk Type (Opt. B)	Pb	390	57		417	57		807	57	
	Pr	58	43		76	51		134	47	
	T	448	55	--	493	56	9	941	56	--
Series/Pamph. w/one theme (Opt. C)	Pb	185	27		258	35		443	31	
	Pr	41	30		45	30		86	30	
	T	226	28	--	303	35	51	529	31	--
Worksheets for Seatwork (Opt. D)	Pb	468	69		432	59		900	64	
	Pr	89	66		112	76		201	71	
	T	557	68	--	544	62	27	1101	65	--
Wallcharts (Opt. E)	Pb	453	67		520	71		973	69	
	Pr	89	66		98	66		187	66	
	T	542	67	--	618	71	72	1160	69	--
Wall Maps (Opt. F)	Pb	258	38		428	59		686	49	
	Pr	66	49		56	38		122	43	
	T	324	40	--	484	55	60	808	48	--
Filmstrips (Opt. G)	Pb	516	76		464	64		980	70	
	Pr	97	72		118	80		215	76	
	T	613	75	--	582	66	82	1195	71	--
Motion Pict. (16 mm) (Opt. H)	Pb	493	73		552	76		1045	74	
	Pr	102	76		97	66		199	70	
	T	595	73	--	649	74	72	1244	74	--
Media Kits (film/s &cas) (Opt. I)**	Pb	456	67		415	57		871	62	
	Pr	74	55		85	57		159	56	
	T	530	65	--	500	57	--	1030	61	--
Video Cassettes (Opt. J)**	Pb	119	18		141	19		260	18	
	Pr	11	8		13	9		24	8	
	T	130	16	--	154	18	--	284	17	--
Display Kits (Opt. K)	Pb	314	46		312	43		626	44	
	Pr	53	39		71	48		124	44	
	T	367	45	--	383	44	67	750	44	--

(continued next page)

TABLE 9ALET (continued)

Types Materials Desired		Lower El. f	%	N* %	Upper El. f	%	N* %	All Elem. f	%	N* %
Demostration Kits (Opt. L)	Pb	295	43		299	41		594	42	--
	Pr	59	44		65	44		124	44	
	T	354	43	--	364	42	34	718	42	--
Graphic Presentations (Opt. M)	Pb	71	10		145	20		216	15	
	Pr	23	17		15	10		38	13	
	T	94	12	--	160	18	18	254	15	--
Field Trips (Opt. N)**	Pb	222	33		250	34		472	34	
	Pr	64	47		82	55		146	52	
	T	286	35	--	332	38	--	618	37	--
Resource Persons (Opt. O)**	Pb	275	41		354	49		629	45	
	Pr	64	47		65	44		129	46	
	T	339	42	--	419	48	--	758	45	--
Role Playing Activities (Opt. P)**	Pb	130	19		122	17		252	18	
	Pr	23	17		35	24		58	20	
	T	153	19	--	157	18	--	310	18	--
Others (Opt. Q)	Pb	24	4		7	1		31	2	
	Pr	1	1		--	--		1	-1	
	T	25	3	--	7	1	--	31	2	--

Note: Multiple responses were received in many cases.
Totals exceed 100 per cent.
* From Netzer, The Use of Industry Aids in Schools, Table 18, p. 80 (derived data).
** Option not included in Netzer Study.

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Note: Selected of these data are illustrated in Figure 9, page 27

TABLE 10ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING FEATURES DESIRED IN SPONDORED MATERIALS (Question 10)

Features Desired		Lower El. f	%	N* %	Upper El. f	%	N* %	All Elem. f	%	N* %
Objective	Pb	383	56		474	65		851	60	
Presentation	Pr	84	62		80	54		164	58	
(Opt. A)	T	467	57	--	554	63	38	1021	60	--
Make-up Sim.	Pb	127	19		147	20		274	19	
Textbooks	Pr	25	19		22	15		47	17	
(Opt. B)	T	152	19	--	169	19	20	321	19	--
Attention to	Pb	582	86		459	63		1041	74	
Grade Levels	Pr	88	65		126	85		214	76	
(Opt. C)	T	670	82	--	585	67	81	1255	74	--
Attention to	Pb	390	57		361	50		751	53	
Reading Lvls.	Pr	44	33		88	59		132	47	
(Opt. D)	T	434	53	--	449	51	73	883	52	--
Ref. to Other	Pb	111	16		148	20		259	18	
Pub. Mtls.	Pr	32	24		27	18		59	21	
(Opt. E)	T	143	18	--	175	20	31	318	19	--
Discussion	Pb	189	28		246	34		435	31	
Topics Prov.	Pr	42	31		49	33		91	32	
(Opt. F)	T	231	28	--	295	34	22	526	31	--
Questions on	Pb	162	24		291	40		453	32	
Content/Mtls.	Pr	46	34		30	20		76	27	
(Opt. G)	T	208	26	--	321	37	30	529	31	--
Tests Accomp.	Pb	115	17		268	37		383	27	
Materials	Pr	43	32		29	20		72	25	
(Opt. H)	T	158	19	--	297	34	33	455	27	--
Suggested	Pb	408	60		359	49		767	55	
Activities	Pr	66	49		101	68		167	59	
(Opt. I)	T	474	58	--	460	54	53	934	55	
Prov. Ind.	Pb	169	25		191	26		360	26	
Differences	Pr	28	21		39	26		67	24	
(Opt. J)	T	197	24	--	230	26	51	427	25	--
Graphic/Pict.	Pb	290	43		261	36		551	39	
Materials	Pr	40	30		56	38		96	34	
(Opt. K)	T	330	41	--	317	36	38	647	38	--

(continued next page)

TABLE 10SH (continued)

Features Desired		Lower El. f	%	N* %	Upper El. f	%	N* %	All Elem. f	%	N* %
Scrapbook	Pb	185	27		182	25		367	26	
Technique	Pr	22	16		38	26		60	21	
(Opt. L)	T	207	25	--	220	25	34	427	25	--
Use Color for	Pb	402	59		380	52		782	56	
Aesthetic App	Pr	58	43		91	61		149	53	
(Opt. M)	T	460	57	--	471	54	72	931	55	--
Copies in	Pb	443	65		454	62		897	64	
Quantity	Pr	76	56		104	70		180	64	
(Opt. N)	T	519	64	--	558	64	68	1077	64	--
Spirit Master	Pb	552	81		559	77		1111	79	
Stencils	Pr	102	76		122	82		224	79	
(Opt. O)**	T	654	80	--	681	78	--	1335	79	--
Prov./Make	Pb	167	25		226	31		393	28	
Transparency	Pr	57	42		37	25		94	33	
(Opt. P)**	T	224	28	--	263	30	--	487	29	--
Others	Pb	12	2		4	1		16	1	
(opt. Q)	Pr	1	1		1	1		2	1	
	T	13	2	--	5	1	--	18	1	--

Note: Multiple responses were received in many cases.
Totals exceed 100 per cent.
* From Netzer, The Use of Industry Aids in Schools, Table 19, p. 84.
** Option not included in Netzer Study.

Note: Selected of these data are illustrated in Figure 10, page 29

TABLE 11ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING TYPES OF MATERIALS PREFERRED - RANK ORDER INFERRED (Question 11)

Type of Material		Lower Elem. r*	Lower Elem. wt.	Upper Elem. r*	Upper Elem. wt	All Elem. r*	All Elem. wt
Teacher Ref Materials	Pb	4	2086	5	2204	5	4290
	Pr	4	424	4	484	4	908
	T	4	2510	5	2688	4	5198
Video Tapes	Pb	6	1265	6	1057	6	2322
	Pr	6	203	6	200	6	403
	T	6	1468	6	1257	6	2725
Media Kits	Pb	2	2787	2	2729	2	5516
	Pr	2	540	3	619	3	1159
	T	2	3327	2	3348	2	6675
Films	Pb	1	2911	1	3415	1	6326
	Pr	1	626	1	661	1	1287
	T	1	3537	1	4076	1	7613
Filmstrips	Pb	3	2566	3	2597	3	5163
	Pr	3	536	2	621	2	1157
	T	3	3102	3	3218	3	6320
Literature	Pb	5	2021	4	2306	4	4327
	Pr	5	405	5	445	5	850
	T	5	2426	4	2751	5	5177

*Rank order - derived from "weighted scale."
Note: Inferences drawn from frequency of choice for each rank.

Note: These data are illustrated in Figure 11, page 31.

TABLE 12ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING POSSIBLE USE OF FREE EDUCATIONAL MATERIALS DEALING WITH ENERGY CONSERVATION (Question 12)

Opinion - Energy Conservation	Materials	Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes - Would Consider	Public	619	91	633	87	1252	89
	Private	127	94	129	87	256	90
	Total	746	91	762	87	1508	90
No- Would Not Consider	Public	7	1	11	2	18	1
	Private	--	--	1	1	1	-1
	Total	7	1	12	1	19	1
Not Sure	Public	49	7	67	9	116	8
	Private	7	5	16	11	23	8
	Total	56	7	83	10	139	8
No Response	Public	4	1	17	2	21	2
	Private	1	1	2	1	3	1
	Total	5	1	19	1	24	1
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	All	814	100	876	100	1690	100

Note These data are illustrated in Figure 12, page 33.

TABLE 13ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING POSSIBLE USE OF FREE EDUCATIONAL MATERIALS DEALING WITH THE MICHIGAN ECONOMIC DEVELOPMENT PROGRAM (Question 13)

Opinion - Materials Michigan Econ. Dev.		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes - Would Consider	Public	183	27	268	37	451	32
	Private	51	38	33	22	84	30
	Total	234	29	301	34	535	32
No- Would Not Consider	Public	232	34	167	23	399	29
	Private	33	24	61	41	94	33
	Total	265	32	228	26	493	29
Not Sure	Public	250	37	274	37	524	37
	Private	48	36	51	35	99	35
	Total	298	37	325	37	623	37
No Response	Public	14	2	19	3	33	2
	Private	3	2	3	2	6	2
	Total	17	2	22	3	39	2
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	All	814	100	876	100	1690	100

Note: These data are illustrated in Figure 13, page 36.

TABLE 14ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING POSSIBLE USE OF FREE EDUCATIONAL MATERIALS DEALING WITH THE RATE STRUCTURES OF REGULATED INDUSTRIES (Question 14)

Opinion - Materials Rates/Regulated Ind.		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes - Would Consider	Public	66	10	138	19	204	14
	Private	37	27	14	9	51	18
	Total	103	13	152	17	255	15
No- Would Not Consider	Public	449	66	383	52	832	59
	Private	62	46	98	66	160	56
	Total	511	63	481	55	992	59
Not Sure	Public	147	22	187	26	334	24
	Private	32	24	32	22	64	23
	Total	179	22	219	25	398	23
No Response	Public	17	2	20	3	37	3
	Private	4	3	4	3	8	3
	Total	21	2	24	3	45	3
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	All	814	100	876	100	1690	100

Note: These data are illustrated in Figure 14, page 38.

TABLE 15ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING POSSIBLE USE OF FREE EDUCATIONAL MATERIALS DEALING WITH THE USE OF NUCLEAR FISSION TO PRODUCE ELECTRIC ENERGY (Question 15)

Opinion - Materials Nuclear/Prod. Energy		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes - Would Consider	Public	137	20	336	46	473	33
	Private	71	53	27	18	98	35
	Total	208	26	363	41	571	34
No- Would Not Consider	Public	371	55	205	28	576	41
	Private	30	22	84	57	114	40
	Total	401	49	289	33	690	41
Not Sure	Public	152	22	167	23	319	23
	Private	31	23	32	22	63	22
	Total	183	22	199	23	382	22
No Response	Public	19	3	20	3	39	3
	Private	3	2	5	3	8	3
	Total	22	3	25	3	47	3
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	All	814	100	876	100	1690	100

Note: These data are illustrated in Figure 15, page 39.

TABLE 16ALET - RESPONSES OF ALL ELEMENTARY SCHOOL TEACHERS REGARDING POSSIBLE USE OF FREE EDUCATIONAL MATERIALS DEALING WITH THE ECOLOGICAL FACTORS INVOLVED IN THE "ACID RAIN" PROBLEM (Question 16)

Opinion - Materials "Acid Rain" Problem		Lower Elem. f	Lower Elem. %	Upper Elem. f	Upper Elem. %	All Elem. f	All Elem. %
Yes - Would Consider	Public	340	50	504	69	844	60
	Private	99	73	71	48	170	60
	Total	439	54	575	65	1014	60
No- Would Not Consider	Public	153	23	70	10	223	16
	Private	10	8	42	28	52	19
	Total	163	20	112	13	275	16
Not Sure	Public	166	24	134	18	300	21
	Private	23	17	31	21	54	19
	Total	189	23	165	19	354	21
No Response	Public	20	3	20	3	40	3
	Private	3	2	4	3	7	2
	Total	23	3	24	3	47	3
Totals	Public	679	100	728	100	1407	100
	Private	135	100	148	100	283	100
	All	814	100	876	100	1690	100

Note: These data are illustrated in Figure 16, page 42.

APPENDIX C

Responses received from lower elementary teachers to open-end questions in the survey of opinions regarding the types of materials they would like to see Consumers Power Company provide their schools.

Appendix C-1: Responses received from lower elementary teachers to the question "Do (did) you use free (sponsored) educational materials with your class(es)? Why?"

Appropriate to my curriculum. (110001)

Budget problems and good learning experiences. (110003)

Usually very up to date, concise. (110004)

Enrichment at no school cost. (110006)

If they are constructive and informative and not prejudiced. We can always use another resource for aiding our citizens of tomorrow. (110007)

Another dimension for teaching concepts. (110008)

Michigan dairy council provides free materials. (110010)

I make use of "something for nothing." (110011)

They are excellent supplemental and enrichment materials. (110013)

Always need supplemental materials. (110014)

They add interest and usually are put together well. (110015)

It helps the children learn especially in the safety area. (110016)

Because they are free and appropriate. (110017)

I am always looking for materials--if they are free and appropriate; I'm thrilled. (110019)

They reinforce material that we teach. (110021)

They were available. I felt they were worthwhile. (110024)

They were readily available and the children enjoyed them. The added enriching experiences. (110025)

Free, only place to get material content at times. (110031)

We have to economize with the low funds Mich. schools receive. Anything free is appreciated, am sure! (110035)

I feel my classes can benefit from materials that are educationally sound. We all benefit from the free cost. (110037)

Supplemental enrichment. (110038)

To teach social studies. (110040)

If appropriate to class and subject. (110041)

As an alternative way of teaching. (110045)

We studied units on ecology, conservation and safety. (110047)

Because I have two kdg. groups and it's too costly to buy for 58 children. (110048)

Free available resource. (110055)

Always enjoy "extra" ideas to add to a reg. day. (110056)

I feel that children learn well from good audio visual material. (110059)

Will this year. (110060)

Good presentations of subjects and because it was free. (110061)

Quite often they're good material put together by experts in their field. (110063)

They are good learning resources. (110064)

Materials were made available for my use by principal. (110065)

Good source of information for the children with no cost. (110068)

Budget cuts! (110069)

They are related to current events and our curriculum. (110070)

They fit my curriculum. (110072)

Good asset. (110077)

Because they are a nice addition to my curriculum. (110078)

It broadens their horizons. (110080)

Because the material was appropriate for the age level and pertinent to the subject matter being taught. (110081)

When they are appropriate. (110082)

Helpful in relating current events with students. (110084)

Topic was something I wanted for my class. (110085)

Enriches the classroom with no direct cost. (110086)

They were informative and free. (110087)

When they were available and appropriate. The children enjoy new and helpful mini-units. (110089)

Many things are not covered in the text. (110090)

Good variety--low cost. (110092)

Because it's free and fits into my lesson plans. (110095)

It's available and usually its pretty good. (110096)

If we want extra material, we must provide our own. (110098)

Good supplementary materials; relevant. (110099)

When appropriate to curriculum it is great to have free resource material to expand and improve scope of lesson. (110102)

They taught a skill that was important for safety education. (110103)

Because we need all the additional supplies available. (110104)

I spend a lot of personal money on Educational Materils and take advantage of Free materials when aware of them. (110105)

Not applicable to 1st graders. (110106)

To supplement basic texts. (110108)

Whenever appropriate. (110110)

Good topics, good presentations, does enrich the curriculum, timely. (110112)

They were pertinent to a science lesson. (110114)

Add interest. Make easier to understand. (110116)

Enrichment. (110117)

Because it's available and it's cheap and many times is very good. (110118)

They have a good message, it's well done, and the children enjoy them. (110123)

Some of the materials relate to Consumer Ed, Career Ed or environmental protection. They address the subjects thoughtfully and help my students. (110124)

I have used the one on pollution. (110125)

Safety units. (110127)

Toothpaste kits for dental unit. (110128)

I'm waiting now for the K. coloring book on how to conserve energy. (110136)

If they are appropriate. With the school in the financial bind they are in I look for anything free that I can use. (110137)

They are a good source of additional activities and information for students. (110138)

Many are very helpful in extending my own classroom materials. (110140)

Quite often they are useful and approach as given subject from another angle. (110141)

Good, up to date, materials are available. (110143)

If I use it, I feel it goes along with something we have talked about. (110144)

Because they are available at no cost! (110145)

Because they are usually good. (110146)

Because they're free and in most cases appropriate to grade and subject. (110148)

In past. (110149)

Were not available. (110150)

Sometimes. Adds additional materials, otherwise not available, to curriculum. (110151)

Because it filled a need. (110153)

Different from those available from other sources. Also are high interest materials. (110155)

They add to my program. (110159)

I liked them. (110160)

To supplement units which I taught. (110161)

Many are excellent. (110163)

Because they related to what I was teaching and were not obvious commercials for a product or company. (110164)

A good way to expand educational experiences. (110165)

Good source of information and activity at no cost; sometimes more current than textbooks. (110167)

It's available, seems to teach children in a different way; has good information. (110168)

Aided teaching units. (110169)

Because they are appropriate to the curriculum. (110174)

Such materials cover a wide variety of topics which help to enhance the regular curriculum. (110178)

Materials appeared interesting and appropriate for grade level. (110179)

Gave children a wider variety of material and different view of things. (110185)

I enjoy having supplemental materials to use in my room for my children's education and enjoyment. (110189)

Any selected additional materials are usually beneficial. (110190)

Depends on quality of material and if appropriate for grade level. (110191)

Feel extra insight from various areas is valuable. (110192)

To give my kids as varied an experience as possible. (110194)

Most are very good and educational. (110195)

As supplemental material in electricity/energy units. (110197)

Good and appropriate. (110198)

It relates to units I present. (110201)

Usually it is up to date. (110202)

Greater spread of ideas and viewpoint. (110204)

Enrichment for units of study. (110207)

Not often--usually don't know about them. When I do know, I usually don't get around to sending for them. (110209)

It is a nice supplement. (110211)

Because it is a good way to get across ideas <u>without</u> <u>cost</u> to our school. (110212)

Budget crunch--attractive materials being printed; Student interest in specific topics. (110213)

Because fire dept. police dept. in our community provide them. (110214)

They give specific information. (110215)

I ordered some last year, but left on a maternity leave before using it. (110216)

Materials are current and practical. (110217)

Didn't get busy and order. (110220)

Do supplement curriculum and give students variety. (110222)

I find them very informative and helpful. (110223)

These materials usually have a high motivation level. They're special for the kids. (110224)

I have frequently selected and used free materials to enhance the regular curriculum. (110230)

Colorful, well done, can be used many ways in the curriculum to make learning more fun. (110232)

Because they were appealing to the children. They are also an added attraction to get students motivated. (110233)

Materials are available and helpful. (110236)

Texts don't always have the more up to date info. (110237)

To supplement curriculum. (110240)

A valuable source of information. (110241)

Information--current material. (110244)

A good way to enrich curriculum. (110246)

It pertained to unit being studied. (110249)

Ernichment and expanding curriculum. (110251)

Excellent for science classes. (110253)

To enhance the teaching. (110254)

Because they are <u>free</u> and usually very good. (110255)

Fits with the curriculum and children's reading level. (110256)

Some of them are correlated with my social studies class

They help to extend and enhance the curric. and meet specific needs. (110266)

The material was appropriate to what we were studying. (110268)

It's a break from the regular curriculum and textbooks. (110269)

Topics of interest--good materials--good handouts--prompt service. (110270)

Some are excellent visual aids. (110271)

Non available so far. (110273)

Usually they are very informative. (110274)

Usually it is very attractively done in a way that gets the message across. (110277)

To expand the students' knowledge. (110278)

Many were excellent supplements. (110284)

I did not order before but used some which 5th grade teacher ordered. I am impressed with the catalogue and plan to order this year. (110285)

When appropriate for age group. (110291)

If they are worthwhile. (110292)

They can be very helpful in teaching some of my units. (110293)

Good source of specific information. (110297)

Create interest--makes children more aware of their world. (110299)

Children love them. Work well in science and soc. stud. (110300)

Usually well done materials came sponsored. (110301)

To help enrich our programs. (110302)

To enrich the concepts I've taught or as supplemental materials. (110305)

Many years ago, elect. safety aids. (110306)

Because they're motivational and help the children learn better. (110308)

Some are appropriate and functional. (110309)

If I hear or read about them and they are appropriate to the area I am teaching, definitely! (110312)

AAA Safety materials (110313)

Because they are informative and free. (110314)

Current--some materials are just too costly. Up to date. (110319)

Some have an excellent way of presenting things. (110320)

Free and usually can enhance my program. (110321)

If applicable to introduce/supplement material. (110323)

Good materials. (110324)

The material help support material presented in class. (110326)

Because we welcome good teaching materials which can help enrich lessons. (110327)

Need all the help we can get! (110330)

If appropriate. (110331)

They are informative and appropriate for supplementing my program. (110332)

If available and they fit into our curriculum. (110333)

If easily available. (110337)

When the materials enhance the subject we are studying. (110342)

Keep current and cut in budgets. (110343)

I felt they were a valuable asset. (110348)

They are useful teaching aides. (110351)

To present electricity to them in a fun way. (110353)

Available, free, good material. (110355)

Material is different than some I order from County Film Depository. (110357)

Many of them are good. (110358)

Supplementary material. (110359)

Free, fits in curriculum. (110361)

I haven't money for any paid speakers. (110362)

Free and usually good if related to what I am teaching. (110366)

Inexpensive and usually very appropriate. (110367)

They are <u>free</u> and excellent!

They consist of materials either unavailable otherwise or too time consuming to construct myself. (110371)

Useful safety hints for children. (110372)

Educational. (110374)

Good value for students. (110375)

I like them. (110378)

When teaching science in upper elementary. (110379)

Attractive, entertaining, educational. (110380)

Some of our teachers have. I do. I did not see your booklet until this year. (110381)

When appropriate. (110384)

Provides educational variety not otherwise available. (110385)

Very good materials. Teachers are extremely busy and need as much good material as possible at their fingertips. (110390)

If they go along with a unit and are the appropriate level I use them as supplemental material. (110392)

Dairy council things. (110395)

Quality and availability. (110396)

If materials are appropriate--they help give variety to presentations. (110397)

Available, quality materials. (110398)

Helpful in science. (110400)

Energy conservation. (110401)

They benefit the student with little stress on the school budget. (110403)

If they can be applied and are interesting. (110404)

Whatever benefits the students is a technique we try to employ. (110405)

They were of interest and helpful to the class. (110407)

Provide enrichment to established curriculum. (110408)

Not geared low enough for young children. (110409)

I try to use a variety of materials in teaching. (110410)

Hopefully the material is an effective learning experience for children. (110411)

Because I like them to learn about as many things as they can. (110412)

To support and enrich curriculum. (110413)

Many worthwhile tips, ideas and useful information are gained from such materials. (110415)

Many are very valuable teaching aids. (110417)

It happened to be in the area of study and the district didn't happen to have any material available. (110418)

Don't know how to go about getting these materials. (110419)

Free & interesting. (110421)

Because they covered what I needed to cover and were good. (110423)

When it is pertinent to our studies. (110427)

Fits with a first grade science unit. (110431)

It supplements my units in science--health, soc. st., etc. (110435)

Materials were available. (110436)

They are good supplementary materials which do not cost anything. Money is short! (110442)

Whenever it is relevant to my curriculum--to broaden student interest and add to their experiences. (110443)

Tend to add interest (out of the routine). (110444)

They were free! (110446)

I use any materials that are effective with children. (110450)

If the material applied! I used it. Many times free material is as good or better than other material you can purchase. This leaves our limited funds to use where there is no free material available. (110500)

Adds extra interest. (110498)

I always welcome any additional materials to reinforce lessons. (110497)

Good information and well organized. (110496)

If appropriate to curriculum. (110495)

They were appropriate for what we were doing. (110493)

They are generally current, and can easily be related to general curriculum studies. (110492)

As a supplement to a science unit. (110491)

Very interesting, very informative. (110487)

Educational & class enjoys them. (110484)

Less expensive. (110481)

They were available and useful. (110479)

Some of it is very useful. (110477)

They were free and also useful. (110476)

Zap--good for students. (110473)

Because they were pertinent to our studies and very well done. (110471

They are practical and useful. (110469)

It has been a useful teaching tool. (110468)

With rising costs of purchased materials, I use all the free things I can get. (110467)

Very useful. (110466)

Free, easy to order, usually well done. (110465)

Because they have information on specific topics. Also for variety. (110459)

When subject related. (110458)

Yes, availability. (110455)

Teach children about electricity--and dangers. Motivation--very high interest. (110453)

Because they were worthwhile and inexpensive.

I use free materials that are appropriate because children appreciate these supplements. (110501)

I will use this year. It is the first time I was aware of them. (110502)

Occasionally met a need. (110505)

To help supplement the curriculum. (110506)

In order to use a diversity of educational learning activities and expose children to new experiences. (110507)

Free and of high quality. (110508)

Covers areas not available through school system. (110509)

I have never found anything suitable. (110513)

The material is available to give greater understanding and knowledge to my pupils. Material not available through the school. (110515)

Most are excellent materials and I don't have to spend my own money. (110516)

They are great and up to date. Use as supplement. (110519)

They were new, different, interesting. (110520)

Always glad to get any supplemental materials and new ideas. (110521)

Its cheaper. (110522)

I use anything I can get that is revelent. (110523)

If clear and related to current news topics they are a help. (110524)

Books are old and need up-dated materials; provide something different than all the other classes. (110525)

Children need to be exposed to many aspects of learning. (110526)

Topical. (110528)

They were relevant. (110531)

If the material is good I use it to cut down the cost of ed. supplies. (110532)

To provide a variety of experiences. (110534)

Everything is so expensive now, any free material which is of value is appreciated. (110536)

Because we don't have as much money available for ordering. (110537)

Good--up to date info on topics not covered well (if at all) in science books. (110544)

They are usually very well prepared. (110547)

As a teaching aid. (110548)

Because they are great and free. (110549)

They're available and fill a need. (110552)

To reinforce my curriculum. (110553)

Because money is tight and there is very little available. (110554)

I like hands on material the kids can have. (110555)

To supplement the lessons. (110559)

Useful source of good material. (110560)

If appropriate; because they are free!! (110563)

Money and they are always done with a different approach and more color than our regular school supplies. (110565)

To follow up a fire prevention unit with electricity. (110566)

Because of the varied materials available to supplement the curriculum. (110567)

To expand and broaden program. (110568)

Supplements mat'ls avail. from district. (110569)

Economical, good resource material. (110570)

Found it useful to develop student interest and to supplement units being taught. (110572)

When they were appropriate and superior. (110574)

As a supplement. (110575)

I'm a freebe nut! (110578)

Because the materials were educationally valuable. (110579)

Some are excellent for units that are taught. (110580)

Because they are helpful. (110581)

Usually high quality--high interest and current. (110583)

To supplement social studies, science and language units. (110584)

Because it involved current problems & issues, raised consciousness & awareness among students, enhances science background information. (110586)

I feel if companies take the time to put out info for schools we should try them. (110587)

Beneficial. (110588)

Up to date, free. (110589)

I use them when they are appropriate in achieving my objectives. Obtaining free materials is an obvious advantage. (110593)

It is often a good addition to curriculum. (110594)

Usually appropriate subject matter and of good quality. (110595)

As reference material and supplementary material. (110596)

Because those I've used have been well advertized or offered. (110597)

If they are appropriate they enhance the program. (110598)

If they fit in with a unit. (110599)

Extra reinforcement. (110603)

Interesting--provide a variety of different materials. (110604)

Complemented other materials being taught. (110605)

Enrichment. (110606)

Only if they had educational value--I have no money to purchase. (110614)

Handy, colorful, factual. (110615)

I use what is appropriate for my class and the curriculum being taught--all the better if it is free. (110616)

Accurate, up to date information. (110619)

Because it is appropriate. (110620)

If I am doing a unit that is related, I want as many materials as possible. (110621)

Reinforce concepts and skills taught. (110622)

To motivate the children's interest by all means possible in a subject area. (110624)

They were appropriate to our studies. (110625)

I hardly have time to finish required material. (110638)

If appropriate and done well, it added to my personal plans. Media doesn't always have what I need. (110640)

They supplement units being taught. (110641)

Science related. (110642)

I like it. (110643)

They're appropriate to areas of study. (110644)

Availability and relationship to subject being studied expands resources. (110645)

Have used them before & go with our units. (110646)

They're the right price. (110647)

If the material is good and it pertains to our curriculum I use it. (110650)

Valuable and free. (110651)

Less money out of my pocket. (110653)

Useful informative. (110654)

Because they are available and relate to the curriculum. (110655)

Usually concise, clear. Illustrated. Many have additional bibliographies that are helpful. (110657)

Relevant material. (210002)

To supplement and add interest in soc. st. & Sc. (210003)

Consumer Powers Energy pack is helpful and informative, very current information for today's students. (210004)

The material was relevant. (210005)

Opportunity for class enrichment and/or guidance in everyday safety, etc. (210006)

If they fit in with what we're studying. (210007)

They were good aids in the subject being taught. (210008)

Because I can't afford the one's you have to pay for we have no "fund" for this. (210009)

Use if relevant to subject matter. (210010)

Because they are useful teaching tools. (210011)

Safety reasons--science. (210013)

They are very helpful. (210015)

It has been most appropriate. (210016)

The titles met my needs and they were free. (210018)

Children enjoyed the color books & learned as well. (210023)

It related to a unit I taught. (210024)

Content is motivating and realistic. (210027)

Good references material as well as interesting activities for the children. (210029)

It supplemented my other areas of study. (210031)

Beneficial to learning. (210032)

I thought it looked good. (210034)

I appreciate outside materials to enhance units required. (210039)

Enrichment, for a well-rounded education. (210040)

They are a great asset to a curriculum. (210045)

Good source of materials. (210046)

To supplement and to help students become more aware of environmental activities. (210048)

They help me present a concept. (210049)

To enrich existing classes by using different approaches to a subject. (210050)

To present certain matl or viewpoints accurately or interestingly--to introduce study--to clarify confused ideas. (210053)

Good source of info. although must sometimes be careful of "slanted" material. (210054)

They apply. (210056)

I find them very worthwhile and educational. (210057)

To provide supplementary information to our curriculum. (210059)

It helps young children. It was on their level. (210060)

Enrichment of classroom curriculum. (210061)

I find it highlights textbook activities and adds an extra dimension to daily study. (210065)

Very rewarding and educational for my classes. (210066)

Educational enrichment. (210067)

If they are free and worthwhile, it is an excellent resource for materials. (210068)

Good materials. (210069)

Free and interesting. (210070)

Excellent supplement. (210071)

Used in energy conservation related science and social studies units or wherever materials were appropriate. (210073)

They are educational and free. (210074)

Price is right--usually useful. (210076)

Because many are well put together. (210078)

Didn't know they were available before this year. (110630)

I have never seen any. (110633)

It was good. (110634)

I hardly have time to finish required material. (110638)

Appropriate, done well, at level. (110640)

For science kids enjoy materials. (110642)

Good coloring books to teach about safety & energy. (110643)

I don't have any. (110644)

Have used before, like the materials, go with units taught. (110646)

We were sent coloring books and posters about electrical safety a few years ago. They were helpful and fun to do. (110647)

None were available to me. (110650)

Not aware of availability. (110651)

Very well planned material. (110653)

Information. (110654)

It didn't happen to relate to our curriculum. (110655)

They are factual, free and handy when they arrive by mail. (110657)

Relate to my curriculum. (210079)

Good materials. (210080)

They are informative and more up to date. (210082)

Because it was free. Because I wanted to acquaint my student with energy conservation. (210083)

Supplement areas of study. (210084)

We are a parochial school and have a very limited budget. (210086)

Good way to stimulate children. (210087)

To instruct children. (210089)

I am always looking for interesting and fun things to do with my kids. (210092)

As long as it is worthwhile...to help further educate my class. (210095)

They provide opportunities to educate children in areas which they might not have been able to learn about--i.e. if the materials were costly the students wouldn't have them. (210096)

I use them to supplement the lesson I am teaching. They often have good ideas. (210098)

I have in the past, but not recently. There hasn't been a lot of material I was interested in for Gr. 2. (210099)

It fit in with the unit I was presenting. (210101)

To enhance my teaching. (210102)

I like the variety it offers in the curriculum. Many are "fun." (210105)

Wasn't aware of them until last week when I received a catalog from you. (210106)

Reinforces subject materials--most is good to use. (210108)

To supplement and enhance science program. (210109)

Have an important relevant message. (210111)

The children are then given opportunities to learn about something that they see or use everyday, but usually don't study in school. (210113)

I like to make use of available material. (210115)

Appropriate. (210119)

Most of it is too advanced for kindergarten level. (210120)

Because its free and good and the children really enjoy the materials. (110602)

I have used elec. safety from A to Zap and coloring book several diff. years. (110603)

The school and I have a limited budget and the free materials I have used have been excellent. (110605)

To motivate, and to relate learning to everyday life. (110607)

Excellent material, relevant and available. (110610)

Attractive, holds class attention. (110613)

More current information. (110617)

To enrich and supplement my program. (110618)

Meaningful safety materials. (110620)

Enrichment of curriculum materials. (110621)

Fit subject area--price right! (110622)

Because they are relevant to the subjects I cover. (110623)

Children are interested in all subjects concerning them. (110624)

When appropriate and suitable to curriculum. (110625)

If it correlates with my curriculum, I use it. (110626)

Need many concrete/hands on materials for students to form concepts needed. (110627)

They are usually current. (110630)

If they are pertinent and because they are free. (110631)

Educational. (110632)

They looked good. My partner ordered last year and she shared with me. (110633)

There are outstanding resources to use. (110634)

Because they're free and interesting. (110635)

I have used nutrition units. (110636)

Adds interest, already prepared, broadens education. (110644)

I've found the materials to be a very relevent way to teach these concepts. (Pollution, electric power, Zap, etc.) (110648)

They were made available free to me. (110651)

The more materials I use the more the children have access to, for learning on their own. (110653)

Many are helpful in class discussions. (110657)

Good content--something extra--not in text. (110660)

Easy access--price was right! (110661)

Broaden concepts of children. (110663)

They have good materials. (110664)

I couldn't get the film when I wanted it. (110666)

Because they pertain to class studies or units. (110667)

I can have an expanded curriculum even when we have a deflated school budget! (110668)

School doesn't have money for extras. (110670)

They are interesting, educational and easy to get while schools are cutting back. (110673)

They are up to date and provide expertise I don't have. (110675)

Many of these materials provide new and/or different presentations of class material--also a different point of view can lead to productive class discussions. (110676)

Cost. (110677)

Very helpful in keeping up. (210123)

Limited funds--usually good quality. (210124)

I don't know how to get them. (210126)

Our funds are limited. (210128)

Because they applied to the subject material which was presently being taught. (210129)

Sounded inform. & interest. (210131)

Very practical--educational--free. (210132)

Appropriate material; supplementary. 210133)

Why not? (210134)

If it is related to course materials I order it. (210135)

They broaden the range of activities I can provide for my students. (210136)

Young children need varied experiences to grow mentally . (210137)

Enrichment. (210139)

They were appropriate for the subject I was covering. (210142)

It's good to preview material so that when we do buy it's worthwhile for that area. (210143)

When they go along with what I am teaching. (210144)

I use them if they are relevant & suitable to my grade. (210146)

They fit into curriculum. (170805)

Appendix C-2: Responses received from lower elementary teachers to the question "Do (did) you use free (sponsored) educational materials provided by Consumers Power Company with your classes? Why"

Good materials for safety education. (110003)

Safety & health materials. (11004)

I didn't know there was any. (110005)

I don't have any. (110007)

I've found them to be attention-getting for students and of value in soc. st./science area. (110008)

They're usually well done. (110011)

Good quality. (110014)

It was available and met needs. (110019)

They reinforced teaching units. (110021)

See #8 (except O & N). (110023)

They were available and provided a large part in our energy unit. (11024)

See answer #4. (11025)

They correlated very well with a unit on ecology I was teaching. (110028)

Free, sometimes it's the only source for getting the content. (110031)

Dealt with units taught. (110032)

Have used some electrical posters in past. (110037)

Environment education. (110038)

Was not aware of them. (11041)

Information sounded like it would be good. (110045)

Would like to. (110046)

It was available and <u>free</u>. (110047)

I haven't been given any or knew there were any materials. (110048)

Ised "A to ZAP"--but I think it came from IMC. (110049)

Energy unit--price is right. (110053)

They met a need. (110055)

Enjoy Diglopis and Zap with my children. (110056)

I have only used Consumer films--They are good--the children always enjoy them--they lead to good discussions. (110059)

Same reasons. (110061)

I felt they were beneficial. (110062)

They are good. (110070)

They fit my curriculum. (110072)

Never have seen them. (110077)

Because I have enjoyed some of the movies they made. (110078)

Tried to order some Consumers films but they weren't able to send it. I may have gotten somethings about 5 yrs ago. (110080)

Unaware of such materials. (110081)

Wasn't aware. (110082)

Other years, yes. (110084)

Good material. (110085)

Have none. (110086)

Important to their safety. (110090)

Did not know about them. (110091)

Good material--good supplement to units. (110092)

It fit into my program. (110093)

Because it's free and fits into my lesson plans. (110095)

It's in the building. (110096)

Until this year I did not know it was available. I ordered Consumers materials recently. (110098)

Have liked the safety ones and some which showed careers. (Mich. history was Consumers?). (110099)

Didn't have any. (110100)

Several films were useful additions to classes when I taught upper elementary grades. (110102)

Very well done. (110103)

Because these reinforced my science class. (110104)

Have not received any. (110109) (110109) (110111)

Good topics, good presentations, does enrich the curriculum, timely. (110112)

Last year a lady came and showed a film and talked about conseration of energy. (110113)

Good condition. Well done. (110116)

Accompanies units taught--also enrichment. (110117)

I was not aware that Consumers Power provided materials for early elementary. (110120)

It was fairly easy to obtain. (110121)

They have a good message, it's well done, and the children enjoy them. (110123)

Students need to become aware of energy sources, etc. (110124)

Safety programs or other materials that tie in with units. (110127)

Didn't know of availability. (110128)

None provided. (110131)

Stimulated student interest in electrical safety. (110138)

No catalogue to pick from! (110142)

Didn't have any available to me. (110144)

Because they are very worthwhile. (110145)

Because I liked them. (110146)

Because they are fun for first graders and specific in their intent. (110148)

Not available. (110150)

I had none available. (110153)

Nice materials which children like and most go along with our lessons well. (110155)

Have not been exposed to your program. (110159)

To supplement units. (110161)

They related to an electricity study. (110164)

Teach about energy. (110165)

Not familiar with what is available. (110167)

Social studies lessons. (110169)

Doesn't fit into curriculum. (110173)

It pertained to our electricity unit. (110174)

Not easily available. (110175)

I don't have any. (110176)

I have never had the opportunity to review what types of materials are available. (110178)

Appeared educationally interesting. (110179)

Because they are informative and educational--plus high in interest. (110182)

Has never been available here. (110184)

Went along with teaching unit. (110185)

I used Consumers films when I taught a junior high Michigan history class. The films were excellent! (110188)

The children and I enjoy them as "fun" learning. (110189)

Never received. (110190)

Feel extra insight from various areas is valuable. (110192)

Not appropriate for grade level (kdg.) (110194)

As supplemental material in electricity/energy units. (110197)

I feel that anything that educates children in a positive way should be used. (110199)

Too much paperwork. (110200)

It related to units I present in my classroom. (110201)

They are free; information is easy for students to understand. (110204)

For enriching various units of study. (110207)

Didn't know what you had or if you have anything I can use. (110209)

Same reasoning. (110211)

Because it is a good way to get across ideas <u>without</u> <u>cost</u> to our school.

I never knew they were available, before this year. (110214)

Give good specific information. (110215)

Help students to learn about energy and conservation. (110217)

Didn't order myself. Shared with another class. (110220)

For variety. (110222)

I find them very informative and helpful. (110223)

Our money supply is limited and these materials are welcome. (110224)

Don't remember looking at a catalog before. (110225)

Did not receive any. (110226)

Didn't know they were available. (110229)

At one time a helpful unit on safety with electricity was provided. (110230)

Because they were attractive to students, along with being informative. (110233)

Dependability--quality. (110234)

They were already in the school building. (110236)

Because of the level I teach Kdgn. (110239)

Good quality materials. (110240)

Just recently ordered materials. (110241)

No time yet--not till Feb. (110245)

Very clear for elementary children. (110246)

There are some available for the primary grades. I use those that fit into our science units. (110247)

Have no better resource for current information on energy conservation. (110251)

They are excellent for science. (110253)

I like the safety program materials regarding elec. & gas and it is appropriate for my grade level. (110255)

On children's reading level and our curriculum. (110256)

I've used the Mich. films when I taught 4th & 5th. They tied in with other lessons. (110261)

Some of them are correlated with my social studies class. (110265)

They help to extend and enhance the curric. and meet specific needs. (110266)

The material was appropriate to what we were studying. (110268)

Our principal ordered materials (workbooks) for us to use one year. (110269)

Topics of interest--good materials--good handouts--prompt service. (110270)

However, I ordered a kit and two movies for our 1st grades to use. (110271)

Well done and information difficult to get. (110274)

Very helpful. (110275)

Most of what I saw was above my grade level. (110277)

Excellent materials on safety, etc. (110278)

Careers. (110281)

I have little time for extras--third grade has a lot of work--it's a harder year than some for the children. (110283)

They fit the needs of my lesson plans. (110284)

I did not order before but used some which 5th grade teacher ordered. I am impressed with the catalogue and plan to order this year. Used materials which 5th grade teacher ordered. Plan to order this year. (110285)

Good, available, and free. (110287)

Did not get any. (110291)

Relevant and appropriate. (110292)

Because they fit my needs. (110293)

Don't recall receiving something related to <u>free</u> materials. (110295)

Unit on electricity; electrical safety. (110297)

Create interest--makes children more aware of their world. (110299)

Children love them. Work well in science and soc. studies. (110300)

Readily available years ago. (110301)

Energy related material for a unit study. (110304)

To teach safety and energy conservation. (110308)

Plan to later on. (110309)

Appropriate when we studied electricity. (110312)

I am not familiar with them. (110313)

Because they are informative and free. (110314)

The materials are interesting and show students what Michigan was like in years past relating to energy. (110315)

I have never had yours to use. (110318)

Mainly material for upper grades. (110319)

Easy to work into my shcedules. (110320)

As material in a unit of study. (110323)

Good material. (110324)

The material helped in our social studies classes. (110325)

The material helped support the concepts presented in class. (110326)

I don't know of any which would be helpful in lower el. (110327)

Too much above our lower elementary level. (110330)

Don't know what is available. (110331)

Don't know of any at present. Have had safety posters from them some years and have used them (kite flying, use of plugs, etc.) (110333)

None provided that I was aware of. (110334)

Don't know what's available--have no access that I know of for ordering. (110337)

I have requested material but have never received any information. (110341_

Interesting, informative, helpful in getting a point across to the students. (110342)

Not available. (110343)

I didn't have materials available that would teach the objectives as well as what Consumers offered. (110348)

We regularly use "A Powerful Friend" and sometimes "Electricity from A-Zap." We tried "Pigopolis" but did not like it. Too "busy"--Ugly characters! (110350)

Was not aware of them until this year. (110351)

I liked what was offered. (110353)

Don't receive them too often! (110354)

It was very educational (informative) and proved to be useful in my unit with second graders. (110355)

Material is different than some I order from County Film Depository. (110357)

I have not seen any that apply to K-3. (110358)

I've used it as supplementary material and part of a bulletin board on electricity. (110359)

I don't remember getting any. (110360)

Free, fits in curriculum. (110361)

Some of the mats. are <u>great</u>! The price is right! (110370)

Films & filmstrips are clever and presented concepts visually/aurally and attractively. Sometimes not simplified enought. (110371)

It clearly gives good safety hints. (110372)

Interesting & educational. (110374)

Good plans, value, interesting. (110375)

I like to use anything available if it's good material. (110378)

Materials where appropriate to subject material being taught. (110379)

Attractive, entertaining, educational. (110380)

I did not see your booklet until this year. (110381)

None at my grade level. (110384)

Wasn't aware of it. (110385)

Used Dept. of Energy mtls. (110388)

The material I have used has not always been suitable for first graders. (110389)

Never received any. (110392)

I didn't know there were things for lower grades. (110395)

Too advanced. (110396)

Available. (110398)

Electricity unit. (110400)

Available. (110401)

As a supplement to science curriculum. (110402)

They benefit the student with little stress on the school budget. (110403)

I sent for it. (110404)

Not yet--haven't been made available to us yet. (110405)

Of good educational value and entertaining. (110407)

Never received any. (110408)

Not geared low enough for young children. (110409)

They are interesting and helpful to students. (110410)

Because it is good material to use in my science class. (110412)

Safety. (110413)

Materials have been and are used as supplement to basic Units and in some cases have been used as an independent learning tool. (110415)

Was under the impression it dealt with science. I did not teach science. (110416)

They are well developed educational aids--high interest materials. (110417)

Good materials are available. (110418)

Haven't seen a catalog. (110419)

Very aptly adapted to our children's ages. Interesting. (110421)

Provides an additional aid in teaching a unit. (110422)

Sometimes if available and I have the time to order them. (110423)

They are well done and provide good reenforcement. (110426)

Often informative. (110427)

No, mailing expense. (110428)

I have inquired about them at our local Consumers Co. but have not heard from them. (110429)

Because they're excellent supplementary materials. (110435)

Have not had materials available. (110436)

I have a film strip about power given to me by another teacher. (110438)

Tend to add interest (out of the routine) (110444)

They were free! Also went along with safety units. (110446)

Excellent material describing the many uses of electric power and dangers of using electricity carelessly. (110449)

I was not aware of any that were available for early elementary grades. (110450)

Haven't found any geared specifically for Kdgn. (110452)

Educate about electricity (science lesson). (110453)

Delivered to school--convenient. Good materials. (110455)

Applies to class subjects covered. (110458)

Not available. (110461)

Good presentation of safety around electricity. (110464)

Free, easy to order, many to choose from, supplemental materials. (110465)

Never received any. (110466)

To help teach safety. (110467)

Well done; another media for teaching. (110468)

Useful, practical. (110469)

Looked interesting and instructional. (110470)

Because they were pertinent to our studies and very well done. (110471)

Posters on electricity were good discussion with students. (110473)

They were free and fit in with our science lessons. (110476)

Never had it before. (110477)

Didn't receive any. (110478)

Material related to curriculum. (110481)

Educational and class enjoys them. (110484)

Very interesting, very informative. (110487)

For additional learning on electrical safety. (110491)

They are generally current, and can easily be related to general curriculum studies. Also, they provide worthwhile diversion from classroom routine. (110492)

Free, very useful. (110494)

Plans to later in the year. (110495)

Don't know where to send for material. I din't have a catalogue. (110496)

I have never had any offered at my grade level. (110497)

Adds interest. (110498)

At this point, I'm not aware of what materials you have that would be useful or relevant to 1st graders. (110501)

Didn't know about them. (110502)

Never had time to order. Procedure too time consuming. (110504)

Excellent material. (110506)

I haven't had any available beforehand. (110507)

Free and good quality. (110508)

Sounded interesting. (110509)

It's outstanding material, well received by the children, with great enthusiasm. (110515)

They are easy to use, well organized and effective. (110516)

Relate to daily living. (110519)

Nothing has come my way. (110523)

I tried to--but they were too old and too difficult even with later elem. (110524)

Just ordered some--excited by filmstrip-cassette and coloring books--Electricity A to Zap. (110525)

Sounded interesting. (110526)

With Car Ed Unit and Energy Unit, excellent posters and books. (110527)

Appropriate activities. (110528)

Never got any. (110529)

I needed a bike film. (110531)

Once I received free coloring books on electricity. I ordered free films one year (borrowed) but never received them for the viewing weeks I chose. (110532)

They were not given to me. (110535)

No opportunity. (110536)

At one time didn't have very many materials for lower ed. (110537)

Well water, good format for younger children. (110544)

It dealt with "Kite Safety" and was relevant to my program. (110547)

The children enjoyed it. It made the lesson more meaningful. (110548)

They are fun for the children and they are free. (110549)

Excellent materials. (110552)

I found them to be beneficial to my program. (110553)

Too hard for 2nd grade. (110554)

It was appropriate for what we were studying energy conservation. (110555)

Relate to areas which I teach. Also I'm aware of content as my next door neighbor is Sharon Newman. (110558)

Did not remember to send request but will use this year. (110558)

Because they fit in with curriculum. (110563)

It has been a well done project and easy to use. (110565)

Because I have an old free unit of 3 filmstrips on electricity. They are very good. (110566)

Because they supplement the curriculum. (110567)

I haven't seen any. (110568)

Materials not avail. from other sources. (110569)

Never had access to any. (110570)

Haven't got any yet. Have been teaching mid school. (110571)

Found them useful as science supplements. (110572)

When they were appropriate and superior. (110574)

It coincided with a teaching unit. (110575)

Very well done. Can work them into our schedule of studies. (110578)

Because the materials were educationally valuable. (110579)

There is only one set in the school. (110581)

Energy is a very relevant issue for children to become familiar with early. I found CP Co. to have quality--useable materials. (110583)

Materials fit into my teaching goals. (110586)

They fit in with my curriculum. (110587)

Suited to learning situation. (110588)

It was appropriate with a utilities unit I teach. (110589)

I have used them in the past and have found the materials well-planned and appropriate for the grade levels indicated. (110593)

Appropriate to subject being taught at that particular grade level and of good quality. (110595)

As supplementary material for a unit we were studying. (110596)

I wasn't aware they were available. (110601)

Extra reinforcement. (110603)

Correlated with the unit on Michigan. (110604)

Useful. (110606)

Have not had any for the young child. (110608)

Because it was available. (110613)

Energy conservation a major issue as we froze in our classroom. (110614)

Too hard. (110615)

It was free and it worked in well with a science unit I teach. (110616)

Not available. (110617)

To help the children understand about energy and also about career possibilities. (110619)

Reinforce concepts and skills taught. (110622)

Because they're excellent teaching aides. (110624)

They were appropriate to our studies. (110625)

Never was available. (110628)

These are items not usually available in science texts or materials from the school district. (110629)

Didn't seem to apply to second grade/not at grade level. (210001)

Not simple enough for grade 1. (210003)

They were perfect for my science lessons. (210004)

It was relevant and available. (210005)

Availability/enrichment. (210006)

Haven't received any. (210007)

Do not have any. (210008)

Never had access before. (210009)

Pertinent to subject matter and today's environmental problems. (210010)

Was not aware of materials available. (210011)

Haven't had any to use. (210015)

Find material I have used very meaningful. (210016)

I tried but never got the material on time. (210018)

Children enjoyed the color books & learned as well. (210023)

It fit in with our unit of study and was a good resource. (210027)

Exposure. (210032)

The children enjoy it and it is educational. (210034)

Asked but never got any. (210038)

In the past I have used fioms from Consumers Power. They were especially well done. (210039)

Unaware of what they offer. (210041)

It was a good educational material to use to teach my students. (210045)

I have and would like to continue to do so as it is a good source of material about topics that are not dealt with in detail in our textbook. (210046)

Never have received any. (210047)

To supplement lessons on electricity and safety. (210048)

They help me present concepts. (210049)

The films are informative and interesting. (210050)

Limited basis--most material seemed cast "above heads of 2nd gr." Used Pigopolis & coloring book, also "A to Zap" book. (210053)

Good source for teaching electricity. (210055)

I don't know what's available. (210056)

Your materials are very thorough--well organized and I feel students certainly benefit from them. (210057)

Appropriate for our curriculum. (210059)

Media good for learning. (210060)

I was not aware of any materials suited to 3rd grade use. (210061)

Because your materials you provide for electric safety fit in perfectly with our electricity unit! (210062)

Have not had the opportunity--but plan to make use in the near future. (210062)

Fit into program. (210064)

They are very worthwhile for the children. They are educational and interesting to the children. Also very appropriate to my third grade classes. (210066)

Relative to our studies. (210067)

I did not know they were available until this year. (210068)

Good resource. (210069)

Free and interesting. (210070)

Used in energy conservation related science and social studies units or wherever materials were appropriate. (210073)

Most are well done; they are free; they touch on a subject which is hard to teach otherwise. (210074)

For safety (bike, kite, etc.) science related movies. (210075)

Film offered was free and looked useful. (210076)

Related to my areas of study. (210079)

Energy unit (7th grade science)

They are accurate, interesting and up to date. (210082)

They have some very good materials on electricity. (210086)

Good way to supplement my units of study. (210087)

Never received any. (210092)

Not aware of what's available. (210093)

The materials provide a means of learning through several media and therefore can be adapted to the grade levels. Filmstrips, posters, comic books are especially good. (210096)

Found it beneficial. (210097)

Have never received any. (210098)

What we used the kids liked, but there didn't seem to be much that we could use for Gr. 2. (210099)

Previous teaching exp. in nursery sch & it was available. (210100)

I sent away for it. (210101)

This is my 1st year teaching in Mich. I did not know they were available until recently. (210102)

It correlated well with a science unit I do. Nonreaders enjoy the material. (210105)

To enhance science program. (210109)

Haven't seen them. (210111)

It is important for children to deal with items of "real" life, not strictly academic subjects. (210113)

Appropriate. (210119)

I have a very time consuming curriculum with little leeway for planning outside activities. (210120)

The children really enjoy them and they are educational. (110602)

I have used elec. safety from A to Zap and coloring book several diff. years. (110603)

What I've seen offered has been for upper elem. (110604

When I taught 4, 5 grades the materials were very appropriate. Since being moved and placed in 2nd grade, I haven't used any the past year. (110606)

To teach basic energy concepts in simple direct way. (110607)

Materials easily obtained and very well done. (110610)

I have used your materials in the past, but not just lately. (110612)

To supplement programs. (110613)

Current material. (110617)

Easily obrained--appropriate to early el. (110620)

Enhance & expand our science & social studies programs. (110621)

Because they are relevant to the subjects I cover. (110623)

Not recently but have in the past. (110625)

Did not hear of them. (110632)

Educational. (110632)

My partner ordered and we shared. (110633)

The films on Michigan fit in with our curriculum. (110634)

I seldom use any such materials and have not found appropriate titles. (110636)

Excellent free materials. (110637)

Educational, fun highly motivating. (110641)

I teach soc stud. for our 3rd grades so I don't get into science. (110642)

Excellent educational material. (110647)

The materials use a variety of methods (filmstrips, worksheets, comics, etc.) to illustrate the concepts to the children. (110648)

Don't have it available. (110649)

You have good materials. I like the many AV materials and the easy access I have to materials you provide. (110653)

They also were helpful to clarify the films. (110657)

Good materials. (110660)

Easy access, good, practical material--free. (110661)

Broaden concepts of children and safety. (110663)

I just didn't take the time to plan ahead, but I plan to make more of an effort this year. (110666)

If they pertain to class studies. (110667)

There is a variety of good materials. (110668)

I used a comic type book. (110669)

They were current and topics were of value (safety, electricity, etc. (110675)

I have found many of these materials to be interesting, well done, appropriate for the age level and relevant to the subject matter we are working with. (110676)

Because they are well done and the children remember them. (110677)

Good & interesting. (210123)

It's relevant, up to date & worthwhile. (210124)

I don't know how to get them. (210126)

The materials are not available to us. (210127)

They help to motivate and increase interest in the subject. (210129)

Seemed like a good deal. (210131)

Very fine materials. (210132)

I taught a Mich. unit in 4th grade a few years ago. You had some excellent movies. (210134)

I haven't for several years. (210135)

They are excellent; free! (210136)

Fire-prevention week. (210137)

Am able to receive a wide variety of materials through local intermediate school district. (210138)

Enrichment. (210139)

Subject area was appropriate. (210142)

We just ordered some last month. (210143)

Until now I did not have access to them. (210146)

Appendix C-3: Responses received from elementary teachers to the question "Have you received (seen) the 1982-83 GUIDE TO TEACHING RESOURCES (catalog) provided your school by Consumers Power Company? Have you an opinion about this catalog and its contents?"

Very good--easy to order from. (110003)

Up to date. (110014)

Excellent. They have more materials this year. A greater variety. (110024)

For some reason--not this year. I've always seen one in the past. (110025)

Yes, it is very adequate and provides many resources for teachers to use. (110028)

Have not yet looked at catalog. (110032)

It is fine but many materials are not for lower elem. grades. (110035)

The materials look to be very inclusive for all grade levels. The topics also are good for lower el. children. (110041)

Very helpful, have already sent my order in. (110049)

Not too much for lower elem. (110053)

Easy to use, good descriptions of materials. (110055)

Not yet; I haven't looked at it. (110056)

Looks good. (110059)

Looks educational. (110060)

It looks very interesting and I am interested in some of thecolor books to go with the films and filmstrips. (110062)

Seems well balanced--both in content and level. (110063)

Many good programs but very few at the lower elementary level. (110064)

Most info is for students much older than the ones I teach. (110065)

Would like to see materials prior to ordering. (110077)

Not yet, haven't looked it over. (110078)

They've always had some good material. (110080)

Any resource book is of value to an educator. (110081)

I haven't had time to look at it in depth--just received it. (110085)

Needs more K-2 level material. (110095)

Will know more about it when the material arrives. Looks good. (110098)

Not yet. (110099)

Not very appropriate for K-3 grades. (110102)

Well organized and easy to use. (110104)

Good materials. (110116)

Well written descriptions; likes section on subject aers. (110117)

I've seen it other years and it was helpful in choosing appropriate grade level material. (110123)

Yes, looks great. (110127)

Easy to use and coordinate with curriculum. (110138)

Very good. (110145) (110256) (110420) (110622) (110624)

Good. (110146) (110220) (110268) (110353) (110452) (110514) (110522) (110544) (110625) (110648)

Interesting but no money to purchase materials. (110148)

It's organized well and I like the materials provided. (110155)

Haven't looked at it carefully yet. (110160)

Many will be of use to me during year. (110161)

Very necessary to take full advantage of available materials. (110167)

Good--but do not like giving children coloring books. (110170)

I haven't made use of it this year as yet but will in January. (110174)

Appears very good. (110179)

It looks like plenty of interesting materials are available to supplement classroom instruction in Science and social studies. (110181)

I've ordered--and passed on to media center people. (110182)

Need more for early elementary level. (110184)

I haven't seen it--It is not announced to the staff if it isavailable. (110185)

Very complete. (110187)

Available through our office; clear, concise, useful. (110188)

Haven't covered it carefully yet. Looks good so far. Glad to see so much available for lower el. (110192)

Look good, but still too high for my group (with possible exception of a couple of electrical safety items). (110194)

Good, but I do need a new 82-83 guide. (110195)

Materials look good. (110199)

Very well organized. (110207)

Excellent. (110209) (110293) (110449) (110494)

It seems like some of the material is duplicated. In other words if you wanted all the things on 1 subject it's possible to over order, if you order the full kit and weren't careful to see what it indicated. (110212)

I'm teaching half-time. My partner may have received it. (110216)

I would like more materials offered for elementary--Gr. 3. (110222)

Not much seemed useful at the very early elementary level. (110230)

I just returned from a maternity leave so I have not seen any new publications for this year. (110233)

We are ordering from it--a fine job. (110236)

Yes, excellent. (110240)

Could be very valuable for resource unit material. (110245)

Nice. (110246)

Have not looked over. (110252)

Easy to read and order from. (110255)

Appears to be geared more for upper el & high school. (110261)

It looked as if it had some materials interesting and appropriate for my age group. (110269)

Very pertinent materials. (110271)

Fine. (110278)

We are interested in many of the titles. Especially K-2 levels. (110284)

I was favorably impressed by materials and plan to order for '82-'83 years. (110285)

More lower el. films. (110287)

Well organized. Not much material for 1st grade within the unit I do. (110289)

It's good. (110292)

Good source of materials. (110297)

Very nicely done. (110298)

I haven't had a chance to look at it yet. (110302)

While filling out this, I asked for the catalog--I had no idea you had all the material available. What a "plus" for Consumers Power! The catalog looked fine! (110312)

Haven't had a chance to view it yet. (110314)

Good materials are provided by Consumers Power. (110315)

Easy to read, well organized. (110316)

Not yet. (110320) (110329)

Very good--but above my level of students. (110320)

I would like to see even more early elementary materials listed. (110332)

The index at the end was especially helpful. (110335)

Not as yet. (110339)

Needs more films for K-3--and materials. (110340)

Set up very concisely and easy to locate materials from. I like the enclosed postcards for ordering. (110344)

Super. (110348)

Well organized, I will be sharing some of the materials ordered with a colleague. Could use more primary level materials. (110351)

Too small of a selection for K-3. (110357)

I like it for other than K-3. (110358)

Good content--like career ed. selections. (110361)

I would like some new materials. (110362)

We need more materials for lower elementary. (110370)

I especially appreciate the film descriptions. (110371)

Seems quite complete. (110372)

Excellent, comprehensive. (110375)

I am requesting materials now. (110377)

Well presented. (110378)

Also have a 81-82 Esp supplement. (110379)

There are some items I would like to try with my students. (110381)

Wish there were more items at K-3. (110394)

Too advanced. (110396)

I would like to see more lower grade level materials. (110402)

Excellent. (110403)

Favorable. (110407)

They are good. (110412)

Well put up--easily understandable. (110413)

I wish there were more offerings for lower elementary. (110417)

There is so very much available through this catalog--It is hard to get ahold of for others use it and forget to return it. (110418)

Gave good detailed description of what is available. (110421)

Looks good. (110435) (110448)

Excellent mat'l. (110443)

Much is outdated. (110446)

Haven't looked yet. (110458)

Great. (110469) (110521) (110641)

Have not looked at it as yet. Have used (one in the past.) (110470)

Well organized. (110471) (110537)

A lot for upper elementary--not as much for lower elementary. (110473)

I always save the catalog & file it for future reference. (110479)

Good variety for all grade levels. (110483)

Clearly presented. (110490)

It seems to be mostly for upper grade levels. (110497)

We may have a catalog, but I'm not aware of it. (110501)

Very nice. (110502)

It looks interesting--may have some useful items. (110513)

Yes--Positive! (110515)

Always have before. Where is mine? (110519)

Yes, Opinion--Work & explanations are too difficult for children. (110524)

Good if it functions as described--my first experience. (110525)

Fee for postage? (110526)

Nicely set up. I could find topics--ordered already. (110544)

Very comprehensive. (110552)

Haven't had enough time to really go over it. (110555)

It is very easily read and understood. (110559)

Well developed. (110563)

Very valuable; good annotations. (110578)

I looked at it hurridly. (110579)

Just received--need time to look over. (110586)

Not too much of the material is appropriate for lower el. (110604)

So So. (110606)

Seemed to describe a wide variety of materials appropriate for many grade levels. (110609)

Materials very good--however, I had to send same card back six different times stating materials had been returned--it was a pain! (110614)

I wish there were more materials for the lower end of elementary--(K&1). (110616)

Good reference form. (110629)

Good source. (110631)

V. Good--need more for lower el. (110640)

Lots of selections. (110646)

It looks comprehensive for older grades but too little has been developed in all areas of study for K-3 grades. (110657)

Super! (210004)

It's great! (210009)

Excellent. (210010)

Looks very helpful. (210011)

Good. (210015)

Like the format--grade level indicated and follow-up material available. (210016)

Excellent educational material. (210019)

Yes--I would like to use your resources regarding fire/electrical safety. (210026)

It is well written. (210034)

Yes, it is quite comprehensive in all areas. (210644)

I can't wait to order for materials. (210045)

Good but limited for lower elem. grade. (210046)

Well defined, however, if students see films, etc. in 1st or 2nd grade, they cannot be repeated in third grade. Need more. (210048)

Yes, it has been helpful. (210049)

I especially liked the "hand-on" materials to go with the films. It makes for good reinforcement. (210050)

Still heavily loaded (naturally) toward upper grades. Intend to order some materials soon. (210053)

Very complete. (210060)

Have not looked through catalog yet. (210061)

Very well done! (as usual). (210062)

Not at this time. (210063)

I like it. (210065)

Organized and efficient. (210066)

I will be ordering materials for my classroom from he catalog. (210068)

Some items seem interesting. (210073)

Very well laid out. (210074)

Excellent. (210075)

Not yet. (210076)

We just received it and I haven't had the opportunity to look it over yet. (210066)

Good. (210087) (210095) (210115) (110610) (110674)

Looks good! (210090) (210102)

Wide choice for each grade level. (110602)

Much better selection for lower elem. classes than several years ago. (110603)

Would like to have one. (110605)

Includes useful descriptions of films etc.; some good interrelationships. (110607)

Good, need more for K-3. (110613)

Very complete. (110614)

Good--easy to use, hard to keep track of (small). (110620)

Excellent descriptions. (110622)

I have already ordered from it. (110623)

I will need to use some of these materials before I have an opinion. (110624)

Very complete. (110625)

Looks great! (110633)

Excellent. (110647)

Its very comprehensive. (110653)

It's OK. (110660)

Well organized. (More appropriate content for my level choices. (110666)

Good. But I would like to see more materials for K-3. (110668)

Have not looked it over. (110671)

Very informative. (210124)

Think so. (210128)

Excellent. (210136)

It looked good. (210143)

There is not much for the primary grades that toes with what I teach. (210144)

Nice variety of materials. (210146)

Appendix C-4: Responses received from elementary teachers to the question "Does your school administration encourage you to use free (sponsored) educational materials provided by business, industry and government agencies? Please tell us how this is done?"

Through staff meeting and asking other teachers if they recommend it. (110001)

Gives materials to the teachers to share and order from. (110003)

No set policy or place--just happen to find catalog. (11004)

Mr. Schultz has given us the materials put out by CD, fireman, Edison Co., and American Conservation pamphlets and the American Dairy Council and we use it. (110007)

Catalogs addressed to Gr. 1 teacher are shown to me. (110010)

Make things available to us. (110011)

Orally, assistance in ordering. (110013)

Passes out catalog; makes it available. (110014)

Providing catalog. (110017)

Info is made available--samples put out for our use. (110019)

I don't know, oh yes, offers of free materials are given to us! (110023)

The material or information they receive is passed along to teachers to use at their convenience. (110024)

Catalogs are distributed. (110025)

By passing along information and/or materials as they become available. (110026)

I just take advantage of any free and inexpensive material suitable to early el. (110028)

Teacher orders items for use. (110032)

Verbally encourages us to take advantage of it. (110033)

Materials are passed out to the teachers in our building. (110035)

We are free to use such materials. (110037)

We are free to order materials we feel are an enrichment to our program. (110028)

Just by word. (110040)

By passing on materials such as your catalog. (110041)

We are informed of what is available and have an option to use it. (110046)

Papers passed out to individual teachers. (110048)

Fliers placed in mailboxes. (110049)

Gives us the information. (110050)

Not incouraged nor discouraged. (110054)

Made available; we are reminded of availability. (110055)

They provide us with brochures so that we can order the materials. (110059)

By distributing information. (110062)

We are given the information that comes to the school (catalogues, etc.) (110064)

But does not discourage. (110068)

Distributing materials and resources to teachers. (110069)

By providing brochures and requests. (110070)

Bring the materials to our attention--place in tchr's lounge. (110072)

Informed when available. (110074)

They give us the info. (110077)

You (as teachers) send for it. (110080)

No comment from administration. (110085)

We may order any free material we wish to. (110090)

Catalogs put in mailboxes. (110092)

Info on materials available are placed in our mailboxes. (110095)

To my knowledge they have never asked about extra materials--as long as they don't have to pay for it. (110098)

Providing catalogs, supporting freedom to use. (110099)

Catalogs made available and posters-fliers are circulated among staff. (110102)

We were given the guide and encouraged to use the materials appropriate for our grade levels. (110103)

Only by distributing available information and making teachers aware of what is available. (110104)

Announced at faculty meetings then information is posted for those interested. (110105)

Decision for doing so left up to teacher. (110109)

We do as we wish as long as we carry out the curriculum required. (110112)

Our media center informs us of new, educational materials. (110114)

Making available lists to each teacher. (110115)

If literature on them is available. (110116)

Will send out requests if needed and pay postage for its return. (110117)

Anything that comes in our school mail (advertisements). (110119)

They don't discourage us from using other material or catalogs of materials are brought to our attention. (110123)

Gives us catalogues, urges us to use them. (110127)

We may use free materials as we see appropriate. (110131)

The principal shows us materials that are available when lists are sent to her. (110136)

Information received by school is passed on to us for use at our discretion. (110138)

They make brochures available. (110140)

Make sure material is available to us. Put announcements in daily bulletins. (110141)

Usually mentioned in a staff meeting or placed in a special place in the lounge. (110144)

By providing us with the ordering information. (110145)

Flyers sent around. (110148)

I'm certain he would bring these materials to our attention whenever possible at meetings. (110150)

Brings up available materials availability to us at faculty meetings. (110151)

By making it available to us. (110153)

Nothing has ever been mentioned. (110155)

By handing out materials they receive. (110159)

They give us the catalogs. (110160)

By bringing to our attention any brochures, etc. he receives. (110161)

Through publicity. (110162)

Material exposed to staff. (110165)

Some are called to our attention--samples are introduced and shared. (110167)

Bulletin Board. (110169)

Makes us aware of information he receives and passes it on. (110170)

Shown to us at staff meetings. (110172)

Distribute catalogs and have a positive attitude towards new ideas. (110173)

The materials are given to a teacher that has curriculum for which the materials would be useful. (110174)

By bringing to our attention that these materials exist when they are sent to the school. (110178)

Passes out information that is available about free materials. (110181)

Mentioned in meetings. (110182)

Nothing is said. (110185)

Through our media specialist and by passing the materials to us. (110192)

Make info available to us--encourage use of variety of materils and curriculum ideas. (110194)

Our principal always shows interest in our unit work (as well as other academic studies) and the A.V. we use in our presentations. (110195)

It is offered if we care to make use of it. (110199)

In teachers meetings. (110201)

Puts material up in teachers' room. (110202)

She puts materials in our mailbox. (110207)

Keeps us informed of ones available. (110208)

This year they just stick catalogues in our mailboxes. Other years CP only sent one catalogue and it got put in file with other catalogues. (110209)

Puts notices of mat'ls in our mailboxes. (110210)

If info comes into the office, it is circulated among the teachers it could be useful for. (110212)

Information distributed. (110213)

We are discouraged from using materials provided by private businesses. (110216)

They try to provide and encourage us in our meetings. (110220)

By making us aware of what is available by posting on bulletin board on display. (110221)

We are often informed of materials available and are encouraged to look them over to see if they fit into our teaching program. (110224)

When they are sent to school, they are given to us, but nothing is said about <u>having</u> to use them. Teachers' choice. (110226)

By providing lists or catalogs to the staff as they are received. (110230)

Verbally at faculty meetings. (110231)

They make us aware of what is available and are frequently giving us free usable materials. (110233)

Passing along brochures and invitations. (110236)

Through advertisement; direct contact. (110237)

Catalogues listing free materials--in building. Brought to our attention at meetings. (110238)

Thru the principal. (110239)

Makes all advertisements readily available. (110240)

Mentioned at teachers meeting, catalogued in library. (110245)

Placed in teacher's boxes when available. (110251)

Catalogs are always given to us as they arrive. (110253)

They make sure the catalogs are distributed. (110255)

Catalogs are given to teachers and materials we can use with our grade level pointed out. (110256)

Prin. does provide catalogue. (110261)

Shares information that she receives. (110262)

Catalog is in the library. (110265)

Verbal reminders. (110266)

They hand out what we are given. (110267)

Teachers meetings personal inform. (110270)

We order on our own. (110271)

Approves when done. (110274)

Individually. (110275)

He tells us they are available and we look and see what is of value to us. (110277)

Gather all the materials you feel necessary to prepare and present the ideas or concepts you wish to present. (110284)

Provides brochures for us. (110285)

Verbally. (110291)

Alerting us to availability, etc. (110297)

Informational handouts and announcements. (110298)

Material is shown at meetings or put in mailbox. (110299)

He encourages all educational materials to be used in our rooms. (110302)

Displays catalogs and brochures in teachers' lounge as they are sent to school. (110305)

We're told to use anything and everything that will help the students learn better. (110308)

Shares the information he receives with us. His job is so demanding I feel it would help if it went to our librarian! (110312)

By telling us about them. (110314)

Workshops, handouts. (110316)

Company is screened by system. (110320)

Newsletters; encouragement--verbally. (110321)

Speakers at meetings. (110323)

Suggesting we use material. Giving us the order blanks and catalog. (110324)

We are reminded at teachers meetings; if some special item fits in our program that they are aware of. (110325)

Whenever it is made available to us. (110327)

Always deliver them to our mail boxes, etc. (110330)

It is not especially encouraged, but neither is it discouraged. The catalogues are usually left in our lounges. (110332)

Neither is it discouraged. (110333)

Mail is forwarded. (110341)

It is presented to us--if we wish to use it, we have that option. Usually presented at a staff meeting. (110343)

Mentioned at staff meetings and placed in the teachers' lounge. (110347)

Materials are distributed widely and discussed in teachers meetings. (110349)

Materials are placed on a table in the teacher's lounge for us to study. Sometimes they are called to our attention. (110350)

Constant awareness of materials offered--he often obtains these materials or services for us. (110351)

Teacher's meeting--we are encouraged to take advantage of certain offers made to our principal. (110355)

Left up to teachers. (110357)

Teacher or admin. will order it. (110358)

Free choice. (110360)

Makes available--catalogs, order forms. (110361)

Administrator posts lists in teacher's room. (110367)

Discussed at staff meetings. (110374)

Info always presented. (110375)

Shows us literature telling about materials. (110376)

Word of mouth. (110377)

Distribute the catalogs. (110379)

We were given your booklet. (110381)

Make catalogues available. (110384)

Principal puts mat'l in our mailboxes. (110385)

Verbally. (110387)

By mentioning it early in school year. (110388)

Discussion w/teachers and passing on materials if teacher is interested. (110390)

If it's appropriate for our grade and our units it's put in our mailboxes. (110392)

Neutral actually--nothing is said either pro or con. (110397)

Individual teacher, whatever she can find. (110398)

Puts catalog in lounge. Sends in order. (110402)

By oral encouragement. (110403)

We are informed of what's available and it is an individual's preference. (110405)

Passes along materials right away and also brings it to staff's attention in the bulletin as well as at staff meetings. (110406)

Presents materials at staff meetings. (110408)

By providing us with information on these materials. (110412)

Catalogs made available--mention made at principal-teacher meetings. (110413)

Available materials are usually shared with teachers and use at appropriate grade level encouraged. (110415)

Presented at a faculty meeting--made available at all times. (110416)

The administration passes notices about free educational materials on to us to see if we are interested in what's offered. (110417)

I'm in a new school with a part time administrator. He doesn't have too much to say. If I asked I'm sure he would suggest. (110418)

Nothing much is said. (110421)

It is issued to us if approved. (110427)

This! (110428)

Principal alerts us to materials being offered. (110435)

Workshops by such representative and forms to fill out for material. (110438)

They distribute the literature they receive. (110442)

Telling us about new material; asking if we've used it. (110443)

Whenever made available to him, he makes available to us. (110444)

Only by providing us with catalogue, etc. (110446)

I'm sure they would approve of any free materials. (110448)

Meetings! Providing teachers with information and materials. (110449)

Makes sure we know what is available. (110452)

By making the advertisements available and the office handles ordering for us. (110454)

Circulates catalogs for us to order. (110455)

They get them for us. (110465)

Verbally; postings; mailbox (individual). (110468)

Encourages us to send. (110469)

Passing on information received. (110471)(110569)

Teacher's meetings. (110473)

Hands out notices of freebies. (110474)

School meetings, consultant, visit classrooms. (110477)

I'm certain that use of <u>free</u> materials would be well appreciated by our administration during these economic times. (110479)

Seeing we receive the guides, pamphlets, etc. (110483)

Did not discourage either. (110484)

Placed in lounge and if interested send for materials. (110487)

Literature is placed in our mailboxes. (110489)

By letting us know what's available. (110490) (110576)

He suggests that they may be very good. (110493)

Give catalogs to grade chairmen. (110494)

Whenever materials are offered we are made aware of it. (110497)

Meetings. (110498)

Memos. (110499)

By only budgeting $40.00 a year for classroom materials--there is a limit to how much one can pay out of one's own pocket so you look for good inexpensive or free materials. (100500)

Providing us with catalogs. (110502)

Information placed in our mailboxes. (110504) (110513) (110579)

Does not hinder. (110505)

By showing it to us at staff meetings. (110506)

He will verbally encourage us to do so at staff meetings. (110508)

Passed out to us. (110509)

Principal. (110514)

Usually gives me information and phamplets he thinks I would be interested in. (110516)

Making items available. (110518)

Post on board for all tch. to see. (110520)

Makes sure we are aware that such materials are available. (110521) (110553)

I've never seen any thing come to school except the Dairy Assoc. (110523)

They keep us informed on materials know to them. (110526)

Information is shared. (110528)

Provide access to these catalogues. (110531)

At a staff meeting the items are mentioned. (110532)

Usually handed out without explanation. (110534)

I will write for the free material. (110536)

Does show us catalogues. (110537)

On my own. (110539)

Teachers meeting. (110540) (110554)

Makes sure we have the catalogue. (110544)

It is posted in bulletins and on bulletin boards. (110547)

Brochures & letters are posted for our perusal. (110548)

I respond to the literature offering free materials. (110549)

Tells us of availability of materials at staff meetings. (110550)

Discussed at meeting; materials are given to us. (110551)

Simply sent for by catalog order. (110552)

We are provided with catalogs but little discussion is made on the subject. (110555)

They merely pass along lists of availability. (110574)

Media person puts it in the lounge. (110577)

Send out a list of what's new. (110578)

Literature left on counter for those interested. (110580)

Posted on bulletin board. (110582)

Indirectly at teachers' meetings. (110583)

Introduced by principal at staff meetings. (110584)

Placing things in our boxes on bulletin boards. (110587)

They do not discourage us--& put material in our mailbox. (110589)

We are provided with a list from time to time. I'm not sure of the source. (110593)

If not much advertising is evident. (110594)

Materials and resources are made available to us; our staff is well represented on different system committees and our administrator is excellent. (110595)

When things come into the office they are distributed to us. (110598)

We're encouraged to use anything free and of value. (110601)

Distributed randomly. (110602)

Distributed catalogs, if available, to all teachers. (110604)

Shares materials available at staff meetings. (110605)

First have had a workshop to inform teachers of how to use content. (110608)

Passes on information, catalogs. (110609)

Sending around all catalogs to teachers. (110614)

By fliers which are distributed to the schools. (110618)

Through the principal or media aide. (110619)

If appropriate--we are given the information. (110620)

The materials are made available or discussed at staff meetings. (1[illegible])

Provides me with the catalog and any other information. (110622)

Handouts, orally. (110624)

Give us the material. (110641)

Agenda items at staff meetings. (110629)

Circulation of catalogue. (110630)

Post materials available; verbal encouragement. (110631)

Order through our principal. (110635)

The principal passes out material. (110638)

Tells us of available resources and materials. Passes out company brochures. (110640)

Puts materials in teachers' boxes. (110642)

I use them if I know about them--they are not encouraged by admin., not because they don't like them but because they like the curriculum. (110643)

Such materials are distributed at a staff meeting and reviewed for use. (110644)

He makes all catalogs available to us. (110646)

He sends around brochures of available materials, and also descusses materials at meetings. (110647)

Usually teachers fill out a request form and materials are mailed to them. (110650)

Through our media center. (110653)

Not encourage exactly, but they do distribute catalogues, etc. that come by mail to all of us. (110657)

We are notified if something is available. (110658)

He mentions at our faculty meetings. (210001)

We have a list of many companies doing the same. (210003)

We look over useful material and use it if it is helpful. (210004)

Getting catalogues to us--encouraging usage. (210006)

Pamphlets, catalogues, etc. are passed among faculty. (210007)

Informs us of them at faculty meetings. (210008)

Sends around mail received to all teachers. (210009)

She distributes materials or catalogs for our use. (210013)

Keeps us informed of workshops. (210015)

Catalog circulated--offers posted on teachers bulletin board. (210016)

By the individual teacher. (210018)

Through our Librarian. (210019)

Provides us with guides/information; may suggest some good materials grade level wise; reminders to use materials. (210021)

Admin. suggests we use them. (210023)

Offering the catalogues for our use. (210026)

By making staff aware of what is offered. (210027)

Pass along catalogues, information, etc. (210029)

Faculty meetings. (210030)

We are told that they are available. (210031)

She passes the materials around and asks us to read them and use if we want. (210034)

They are sometimes displayed in the teacher's lounge but no comment is made on them. (210035)

At meetings. (210038)

The teacher makes own contace, pick-up and return. I have not seen samples of written materials. (210039)

Providing catalog. (210040)

By making available. (210043)

She disturbs materials to us that are good for our students and grade level. (210045)

Verbally and by providing us with resource material. (210046)

All brochures, catalogs, etc. are directed to me for examination. (210048)

The catalogues are put in the teachers lounge. (210049)

He makes catalogs available and has an open attitude about using outside materials to enrich our classes. (210050)

1) Distributes all material advertising opportunities; 2) Pays postage for return; 3) Keeps projector availalbe and fit. (210053)

Principal mentions items at staffmtg. (210054)

Distributes guides on catalogs. (210055)

Shows samples to us. (210056)

Contact by notes, brochures. (210060)

Announcing programs available and making arrangements for their availability. (210061)

Making the information available to us (catalogs). (210062)

The principal encourages us by making and suggesting contacts for these type of materials. (210063)

At staff meetings. (210064)

Usually materials are ordered by mail. (210065)

Brochures are placed in teacher's lounge. (210067)

Each staff person receives a copy from which to order. (210068)

Not sure. (210069)

During faculty meetings. (210071)

Decision is individual. (210073)

Gives us the catalog. (210074)

She puts all info in our mailboxes. (210075)

Posted on bulletin board or made available in lounge or mentioned in a faculty bulletin. (210076)

Verbally; materials in mailbox, etc. (210078)

When we have a need in certain area, we refer to resource guide published by school. (210079)

By providing resource information. (210080)

Place materials in accessible places. (210082)

Hands out catalogue. (210084)

Makes them available by puttinh them in teacher's mailboxes. (210085)

Let's us order whatever we want. (210087)

At faculty mtgs. (210089)

If something valuable comes--we teachers share it with each other. (210092)

We're encouraged in faculty meetings. (210095)

Our principal and science teacher help keep us informed of any information they have received. (210096)

Teachers obtain materials on individual basis. (210098)

Our principal tells us (at meetings) what catalogs are available to us. He tells us how good they are and how we should take advantage of them. They will pay postage for us. (210099)

Promotional materials are passed to appropriate classrooms. (210102)

Info on material made available to us. (210104)

Just by telling us that they are available. (210106)

Not sure. (210108)

By providing us with the brochures listing available materials. (210109)

Notices are continually posted about materials and personal notices are given to individual teachers when certain ones are particularly pertinent to their grade or class. (210113)

Passing along info when received. (210115)

We usually get the catalog in our mail boxes. (210118)

It is up to the individual teacher in our building. I do order for our whole building. (110602)

We can if we want. Catalog is passed around to teachers and those who want to can order. (110603)

Placing the materials in the teacher's lounge--or giving it to interested teachers. (110605)

Conveys information and opportunities that may be beneficial. (110607)

1) They don't discourage it--2) In-service by Dairy Council recently. (110609)

By distributing catalogs, office secretary will make arrangements for materials. (110610)

It is made available to us sometimes by grade level. (110612)

Our principal makes them available to us when he has them. (110614)

Places material in mailbox. (110617)

On an individual basis sometimes as a group. (110618)

Distributes materials--comments on items that may be of special interest. (110620)

Materials available are posted for us to see. (110621)

By mentioning what is available. (110623)

Teachers order materials for their own use. (110624)

It's handed to use--we use it if we desired, but we're neither encouraged or discouraged to use it. (110626)

Announced at teacher's meetings. (110627)

Making brochures available from different co. (110628)

Teachers' choice-stamps. (110629)

By giving us catalogs, etc. (110632)

Neutral--catalogs handed out. I was asked to do this survey by principal. (110633)

Brochures are pointed out at our staff meetings. (110634)

Materials placed on table in teacher's room. (110635)

If such materials appear outstanding, they are mentioned to us in staff bulletins. (110636)

We have a booklet of "Community Resources"--it lists "freebies." (110628)

Principal showed us the catalog and sent a brochure around. (110641)

Brochures, pamphlets and information are passed around to the teachers to look at. (110644)

Faculty meeting, hand-outs, postings. (110647)

Usually the administration uses staff meetings or inservice workshops to present and encourage new materials and their use. (110648)

Given out and left up to classroom teachers discretion. (110649)

Catalogs are made available in lounge. (110656)

They suggest it is available. (110657)

Tells us about it. (110659)

Teachers make contact, and obtain materials themselves. (110661)

Distributes materials and order blanks to teachers. (110663)

Notes on bulletin board or placed in mailboxes. (110666)

Our own discretion. (110667)

Our principal passes out brochures, etc. that he receives on available materials we could use. (110668)

During meetings both individual and group. (110671)

They provide us with brochures they receive. (110670)

Info in mailbox. (110674)

Catalogs are presented at teachers' meetings. The administration sometimes orders free material. (110676)

By distributing materials which come to the building. (110677)

Yes, encourages us to write--gives us inf. as it comes in; has made arrangements for speakers and field trips. (210123)

Any info sent to school is put in mailboxes. (210124)

By making available all information that is sent to us by various companies. (210127)

Our administrator tells us of the materials that are available. (210129)

At faculty meetings--a casual comment--nothing great. (210130)

Providing catalogs and encouraging us. (210131)

Passes out materials, talks about them. (210132)

Teacher selected according to needs when teaching a unit or subject. (210133)

Provides us with flyers and letters providing info. (210134)

Materials that catch his attention are shared at faculty meetings. 210135)

Brochures, letters, etc. are distributed to us. (210136)

Teachers spot potentially good advertisements. (210137)

Making catalogs available and paying postage. (210142)

Appendix C-5: Responses received from elementary teachers to the question "What uses are YOU presently making of free (sponsored) educational materials?"

I used none last year, as I took a one year leave. I am using none presently, my answers apply to the past. (110025)

At present, using no free materials. Items circled indicate past uses. (110026)

None presently. (110030)

I haven't any free materials right now. (110048)

None at present. (110051)

At the present time I do not have the appropriate materials. When I do use them #01-09 & 11-15 are appropriate. (110064)

I used materials when I taught at higher grades. I have not used Consumer's Power materials at 3rd grade. (110083)

Material that can be run off on ditto (copied) so they have something to take home and show parents. (110131)

Audio-visual aids. (110246)

Have not received any material (only films). (110250)

Presently not using any. (110295)

I'm not presently using any free materials. (110323)

For special weeks as safety week, poison week, fire prevention. (110324)

Dairy Council provided us with nutrition kits. (110327)

Would love some but cannot find simple enough ones. Everyone seems to consider the needs of the upper elementary level as a priority. (110330)

Not all at once. (110333)

They really love "take home" materials. (110371)

Am not presently using materials. (110374)

...applicable when teaching upper el. (110375)

Coloring books to stimulate interest and the ideals of children. (110377)

Pictures for safety unit. (110409)

As booklets when appropriate. (110442)

None--because I've tried to use in the past and have found them too difficult. (110524)

Not always time for these extras--due to the amount of time we must spend on the 3 Rs. (110551)

Directly relate material to personal experiences and familiarity with subject. (110583)

As individual, independent, activity, usually visual and manipulative while I'm teaching sm. groups. (110601)

As this is my first year of teaching, and still the first of the year, I haven't made use of any of your materials. (210009)

It is a very good program. I'm glad to see Consumers Power take such an interest in education of children. (210066)

Not using anything at present time. (110625)

At the present time--none. (110639)

Appendix C-6: Responses received from elementary teachers to the question "What types of free (sponsored) educational materials would be most useful to YOU?"

All materials would have to be grade level suitable to be useable. (110026)

Transparencies. (110049)

Computers activity; pet computer. (110059)

I've gotten books on fire, poison, teeth care, Patch the Pony--staying away from strangers, telephone workers. (110080)

Student activity books. (110085)

Games. (110091)

Coloring book similar to "B". (110099

Large print, large illustrations, not too crowded, 1 topic per sheet, color book format. (110112)

Actual models. (110123)

Coloring books. (110136) (110160) (110377) (110483) (110563)

Early elementary level. (110151)

Computer programs on cassette for TRS 80 III. (110161)

Should be appropriate for primary learners. (110169)

Posters or pictures for display. (110180)

Field trips were nice in their day--but are no longer available. (110192)

Games, art activities. Most teachers do not like to add extra seatwork to their classes. (110194)

Computer programs. (110197)

Kits. (110400)

Large, simple picture posters. (110409)

Everyone of these are good. (110418)

Field trips. (110471)

Ditto pages. (110549)

Almost anything, but at 2nd grade level. (110554)

Computer tapes. (110579)

Appendix C-6: Responses received from elementary teachers to the question "What types of free (sponsored) educational materials would be most useful to YOU?"

All materials would have to be grade level suitable to be useable. (110026)

Transparencies. (110049)

Computers activity; pet computer. (110059)

I've gotten books on fire, poison, teeth care, Patch the Pony--staying away from strangers, telephone workers. (110080)

Student activity books. (110085)

Games. (110091)

Coloring book similar to "B". (110099

Large print, large illustrations, not too crowded, 1 topic per sheet, color book format. (110112)

Actual models. (110123)

Coloring books. (110136) (110160) (110377) (110483) (110563)

Early elementary level. (110151)

Computer programs on cassette for TRS 80 III. (110161)

Should be appropriate for primary learners. (110169)

Posters or pictures for display. (110180)

Field trips were nice in their day--but are no longer available. (110192)

Games, art activities. Most teachers do not like to add extra seatwork to their classes. (110194)

Computer programs. (110197)

Kits. (110400)

Large, simple picture posters. (110409)

Everyone of these are good. (110418)

Field trips. (110471)

Ditto pages. (110549)

Almost anything, but at 2nd grade level. (110554)

Computer tapes. (110579)

Child constructed models. (110583)

Materials used will vary according to grade being taught--so will adaption of any materials provided. (110595)

Individual and independent visual and manipulative activities. (110601)

Spirit masters. (110631)

The school is in dire need of paper that could be used on the mimeo machine and even if it's good only on one side. (110650)

...or to take home as reinforcement. (210009)

I have used the CP materials for 3 yrs and have been happy with the learning of my classes. (210066)

Geared toward K-1 level!!! (210076)

Coloring books. (210079)

I have gr. 2-3--so speakers have to be at primary level. (110653)

Coloring books. (210137)

Appendix C-7: Responses received from elementary teachers to the question "What features do you like to see in free (sponsored) educational materials?"

Take homes. (110007)

I would like some make and take projects. (110010)

With the many economic cuts that we have suffered, materials of this nature are most welcome. (110041)

I have found that activity sheets have been too long and obvious--"busy work." (110055)

Black line masters. (110061)

Color book type of presentation. (110112)

Booklets or worksheets that students can fill in the blanks and draw their own pictures. (110131)

Large charts--pictures. (110169)

#15 & #16 may be becoming a prob due to finances--but are most helpful. (110192)

Ways to relate extra things to basic curriculum. (110194)

Materials that 1st & wnd grade children can use--more pictures--fewer words, etc. (110202)

Love the coloring books that correspond to the movies. (110255)

Some of materials too difficult for lower el. (110281)

More materials for K-2 students. (110284)

I look for easy reading. Activities that can be done without elaborate preparation. (110297)

I appreciate material appropriate for very young children 4-5 yrs old. (110310)

Hands on material. (110332)

--only if c i their grade level. (110333)

Games--dot-dots--search words. (110340)

All of the above--if 3 & 4 are met with first. (110358)

Most of us don't have access to a TV to use video yet. More on a K-3 level (similar to your puppet video). Start the information before they get distorted concepts. (110371)

I tend to select what I feel is appropriate and have never used entire kits. Thus I can adjust it to my own level and children any age, grades 1-3. (110390)

Science related electricity information. (110400)

Depends on quality of materials. (110401)

Pre-schoolers need "hands-on" activities. (110408)

More catalogs. (110413)

How about things completely different than things similar to textbooks. Hands-on type things. (110418)

No advertising from sponsor--this is not the place for free advertising. (110439)

Usually, I do not have time for cross reference to other published materials. The more "hands-on" materials that are ready to be used by teacher and student, the better! These units are generally supplementary to our basic curriculum. (110492)

Any "hands on" activities really help. (110494)

Hands- on activities for use in centers. (110500)

Individual hand-outs for youngsters to keep. (110547)

Attention give in each area to expose on: 1. Basic introduction; 2. working information; 3. advanced knowledge--all material to satisfy on 3 levels. (110583)

If hand-outs are provided it's important to have enough for all students in general. I think of free materials from companies as an unexpected bonus, and if they're appropriate to my grade level I'll make provisions to use them and generally expand upon them. (110595)

Bibliography. (110606)

Things grade one can do--coloring books, etc. (110643)

Hands on material for each student is most effective. For our school this would be in lots of 35. (210006)

Provision for reproducing by copy-machine (no answers in red as on dittoes. (210053)

Hands-on demonstration devices, etc. (210073)

Up-to-date the ESP puppets are out-of-date. (210074)

---especially for lower elem. (210096)

First grade or lower el. materials with this subject are difficult to find. (210076)

Excellent ideas. (110634)

I have used the materials freely in ways to fit my classroom. (110653)

Appendix C-8: Responses received from elementary teachers to the question "If Consumers Power Company were to prepare and distribute educational materials explaining energy conservation, would you consider using these materials with your class(es)? What would YOU like to see included in these materials? (OR Why would you not use these materials?)"

What young boys and girls can do to help like close door, turn off lights. (110003)

Take home materials to be shared with family. (110004)

Questions pulling from children the knowledge they already have and build from these--practical yet not limiting. (110007)

Timely and an important concept for all students. (110008)

Make the materials pertain to my grade level. If it's too technical I won't use it. (110010)

Materials to stimulate children and what they can do to conserve energy. (110011)

Masters for dittos, items they can have in their hands to take home. (110014)

It may not be appropriate. Only if it were on the basic scale and could be sent home to teach their parents. (110015)

Something colorful that would interest 6-9 yr olds and bright down to their level of understanding. Coloring and a minimum of words. (110018)

Worksheets, posters, films, project ideas. (110019)

Materials that show how first graders can help. What impact does energy conservation have on children? etc. (110023)

Since I teach 1st grade, something simple, samples that children could "handle." Something in cartoon type characters; telling a story. Cartoon type films and filmstrips. Also something with puppets. (110024)

Interesting graphs, activities & suggested opportunities for discussion. Attention to reading level. (110025)

Subject related and presented to grade level needs--the why, how, etc. (110026)

Simple material for young children to be able to relate to. (110027)

Coloring worksheets, booklets, etc. (110030)

Ways lower elem. students could help, things they could do. (110031)

Material should show students at my levels (K-3) how they can help and are important. (110032)

Would depend upon if it were at the level my children could understand. (110033)

I would not send for the films or filmstrips because we can order free films from Kalamazoo Enrichment Center, but I would use any non-returnable materials I receive. (Our school has to pay postage for yours whereas the Kal. Center picks them up at the schools. (110035)

There are things we all need to be aware of to conserve. Children need to learn these early. (110037)

If it was on 3rd grade level. (110040)

Have them relate to what children and families can do, such as at home--turning off lights, lowering heat, etc., and at school, closing doors, etc. (110041)

How children could help to conserve--on early el. level. (110045)

If it was at my grade level. They like coloring books, bit posters. (110046)

A resource person who would show the children what to use to stop the cold penetrating their house and how to check for draughts, etc. (110048)

Because there is not enough emphasis put on what individuals can do to take responsibility for conservation. (110050)

1) Basic material unit; 2) Bulletin board display; 3) Media to stimulate student interest. (110052)

Materials on all sources of energy. (110053)

Balance of outlook between economy and asthetics. (110055)

1) managing woodlands/how to make your land productive; 2) saving energy; 3) safety. (110056)

On grade level. (110057)

Concepts appropriate to early elementary. (110063)

Depends on if materials are suitable for my grade level and if they meet with the objectives and goals I am presently attempting to meet. (110065)

It would depend on whether or not the material was appropriate for 6 & 7 yr olds (ages of my class). (110066)

Ways young child can conserve and why. (110072)

Depends on the materials now complicated, etc. (110078)

Basic energy conservation on a low level--probably a sm. book that would tell the students a story on conservation and something they could color. (110080)

Children have more important things to learn at this age. (110081)

If these materials are of an appropriate grade level (3rd) content. (110083)

Preservation of natural resources. (110087)

See Item 9--D, E, H, I, K, L, N, O. (110089)

Material on third grade level--Basic ways they could save energy inforced with coloring books or puppets--or guests as long as it is on their level. Hands on material seems to work better than movies or filmstrips. (110090)

Posters, dittoes, individual story books, film or filmstrip, pre and post tests. (110091)

Activity sheets, leveled tests. (110092)

If it was geared to my level--1st grade. (110095)

Ideas for younger children so they can help. (110096)

But must be on a second grade level. (110097)

Our county has a high welfare load where light bills are often paid by social services--these homes are most always lighted 24 hours--outside lights included--they need to learn conservation of energy. (110098)

Would use if appropriate for grade level. (110102)

Material geared to K-5 level to introduce conservation at an early level. (110103)

Practical ideas that can be applied in daily living by younger children on the conservation of energy. (110105)

Language and concepts presented should be easily understood by 6-7 year old. (110108)

Only if appropriate to my grade level. (110108)

Simple outline (large) figures in color book format--sometimes the comic book presentation is too crowded for young eyes. Language level not appropriate (too mature) for young children. (110112)

I don't want materials that are actually commercials or have hidden propaganda for the children. (110113)

Specific ways (particularly K-3 grade level) people waste energy. (110114)

Setting a purpose for why we must be conservative. (110115)

Would like to but just not enough time in schedule. (110116)

Practical things. (110121)

I've answered that with the above questions. (110123)

Movie and literature for taking home. (110125)

Films, filmstrips, media kits. (110127)

They need to be BASIC for Kdg. (110128)

Remember to turn off lights & appliances when not in use. Turn down the thermostat at night. (110131)

Information on ways kids could help conserve in the classroom. (110135)

Film strips/or film, wall charts. (110137)

Hands-on materials such as coloring books, posters, worksheet. (110138)

Films or filmstrips--worksheets--posters at the students level. So often this kind of material is for older students. (110141)

Information on the early elem. level. (110143)

Books, films, worksheets, etc. (110146)

Activities geared to beginning readers which they can take home for a carry-over classroom activity. (110148)

Things appropriate for early elementary. (110151)

How electricity is generated and transmitted. How it can be used safely. How it can be saved--(home level). (110153)

What children can do to help. (110155)

Ideas for displays; activites other than paper/pencil. (110161)

Charts, posters, films, to generate discussion about how children can help in the conservation of energy. (110164)

Simple explanation of what 5 year olds can do to conserve energy. (110167)

Many times material is too difficult for younger children. (110169)

The stickers for lights, etc. were very helpful. Things such as the stickers that young children can be more aware of and use. The check list for energy conservation was helpful for parents. (110170)

Things that have been indicated above in 10. (110174)

What young children can do to help. (110175)

Active and passive conservation techniques. Children's conservation tips. (110178)

Films or filmstrips--possibly some "hands-on" activities for children. (110181)

Ways that we could apply the conservation tips in school and hime that would show progress--and that what we do would save energy. (110182)

Information about ways young children can conserve energy. (110183)

Language children understand and vocabulary they are able to read. Pictures to color w/worksheets. (110184)

Different ways we can work to conserve it and what energy is. (110185)

Causes motivating conservation simplistically presented; role-playing activities depicting ways to conserve; pictures (charts, posters, filmstrips) conservation. (110188)

Environment. (110189)

Audio-visual materials on early primary level. Simple activity sheets to accompany lessons. Bulletin Board material for early elem (simple pictorial materials. (110191)

Just exactly what is important to our country's future and exactly why and how students should and can help. (This should include all locales.) (110192)

Emphasis on ways children can encourage conservation in the home (realistic ways--not areas parents control). (110194)

Include what each person can do. The realm of energy conservation encircles each independent person involved. (110195)

Energy conservation in the home and school. (110201)

Materials that 1st and 2nd grade children can use--more pictures--fewer words, etc. (110202)

The interaction of the food chain--select an animal or animals and its needs--why it does or doesn't exist in a given environment. Describe simply how animals, humans and plants depend on each other. (110204)

Films, filmstrips, media kits, workbooks or activity books. (110206)

Household topics of interest for lower elementary--i.e, how children can help save energy. (110207)

If it was developed for the younger student to understand it would be fine. (110212)

Problems big companies have all the way down to how we each can conserve. How energy affects a product's price. The "energies" that go into making one product. (110213)

Ways children can participate--like turning off lights--keeping doors closed, etc. (110215)

Practical things families can do to save energy and conserve. (110217)

Lower elem. level. (110218)

If the materials are on grade levels within their understanding. The children could benefit. Young children need lots of visual materials plus "hands on" activities to clarify understanding. (110221)

Posters, filmstrips, worksheets and other reinforcement literature. (110222)

Filmstrips demonstrating ways to conserve energy and reasons for doing it, objective facts, perhaps even presented in a futuristic/science fiction manner (as Star Wars, posters, checklists, badges or certificates). (110224)

Filmstrips, films, booklets. (110225)

1. All material pertaining to one grade level--(2nd grade)
2. Enough material (if in booklet form) for 33 children. (110226)

Booklet form with student response space. (110229)

I'd like to see materials geared to early elementary use--simplified illustrations and text. Include ways young students can help with energy conservation. (110230)

It would depend on how much indepth the material went. K-3 students cannot handle materials in which they are not able to read themselves. (110233)

Hopefully they would be useful. (110236)

Pictures and reading mat. app. to grade level. (110237)

If it appealed and was appropriate for Kdgn. (110239)

Films & pamphlets. (110240)

Experiments and materials made available at cost to do the experiments like solar energy cells. (110246)

Media kits, written materials appealing to primary age children. (110247)

Energy and natural resource conservation needs to become relevant to children now--attention needs to be given to allowing children to experience the reality--It all seems to vague and faraway. (110251)

If it was appropriate for grade level. (110252)

Material applicable to second grade interests. (110254)

Something for children to take home to their parents. (110260)

Alternative energy sources. Water wheel generators. Air or wind generators. (110265)

Application appropriate to 3rd grade. (110266)

Geared to lower elementary level. (110268)

Workbooks with activities, experiments, puzzles, an "Energy Saver's Chart" to put up at home, etc. (110269)

Use and misuse of natural resources. (110270)

I am interested in conservation for primary students. (110271)

It would have to be appropriate for my grade level. (First grade). (110272)

Depends on content and grade level or depth. (110273)

Take home materials written at 3rd grade level. Films. (110274)

Because we talk about conservation have used your posters on electricity and conserving the use of it. (110275)

Ways to conserve (simple), effective results. (110278)

We don't have materials covering this. (110280)

Inappropriate grade levels. (110282)

Any materials suitable for grade 3. Films--sheets for dittos; scrapbook materials. (110285)

At level materials more than anything--materials that students can read. (110287)

How young children can help conserve energy. (110288)

Don't have time to cover it. (110289)

Posters (charts); worksheets (grade level); pictures. (110291)

Must be simple for lower elementary. (110292)

Filmstrips, comic book presentation, coloring books, movies. (110293)

Important for children. I think what we have had is good. (110294)

Simple kits that include materials to demonstrate and display the benefits of insulation--how kids can help in shutting off lights, etc. (110297)

Just make sure it is age level appropriate. (110298)

Films, filmstrips, spirit masters, test. (110302)

Audio visual, simple exercises on ditto, funny books. (110303)

Emphasis on ways younger children can help to conserve energy. (110305)

Simple energy saving (posters maybe) techniques for very young children--motivational stickers or buttons they could wear as evidence of their "new knowledge." (110306)

Picture posters illustrating what young students can do themselves to conserve energy or things their parents could do to conserve energy. (110308)

Material appropriate for 4-5 year olds. (11030)

Our 6th grade does a large unit with energy. I'd like to see a sequential program, introducing at K & building through grades so each program builds but is new and interesting for students. (110312)

Conservation at home, at school, in industry. (110313)

I'd like to see something geared to first grade interest--i.e., a story about children or animals and how they conserve energy. (110314)

Film or filmstrip with hands-on material. (110319)

Posters are very eye catching for my age group. (110320)

1. Kinds of energy used; 2. differences in kinds of energy--pros & cons and values of each. (11323)

Pre-discussion questions; film or filmstrip or video tape; post-discussion questions; test over material presented. (110326)

If material is relevant to grade level. (110327)

Film/filmstrip--master. (110328)

Alternative energy sources, unbiased information concerning conservation of energy; include practical ideas a child could relate to parents about energy conservation. (110329)

Water conservation, electricity conservation. (110330)

I feel this is an important issue. I would like to see "hands on" material for use with lower elementary. (110332)

Use of water, land, forests, etc. and other resources as related to energy conservation (how best to use these to conserve for future). (110333)

Focus on things kids can do. (110327)

Electricity experiments and demonstrations. Activities, games, coloring books with search words, mazes and puzzles. (110330)

Pertinent, appealing, informative material for 8-9 yr. old children to encourage them to understand and conserve energy. (110341)

It would have to fit the age of the students and be on their interest (& understanding) level. (110342)

Filmstrip on media kit with study book. (110344)

I would use room display and films. Also, some student activity materials. (110345)

Ways to present it to lower elem (K-3) so they will understand the importance of energy conservation--comics--coloring pages--mazes, etc. (110353)

Something for lower elementary grades. (110354)

I'd like the material presented and areas covered in energy conservation to be on child's level of understanding. (What can child as an individual do?) However, an overview of what and how it all affects his environment is also important. (110355)

I would use the materials if they were geared to K-3. (110357)

Reading material simple for the grade. Pictures to color relating to age and understanding. Films simple enough for this grade. Please include solar energy. (110358)

Very elementary materials--projects career ed. opportunities. (110361)

On level. (110363)

Vocabulary for lower el. students; how it would apply to child. (110365)

Program could be beneficial for student with no ideas about energy. (110367)

Let's have something more for grades 1 & 2!! (110370)

Materials directly relating to the child's environment and suggestions of ideas within his/her control, or to teach to the family. (110371)

Take homepacks for parents; all types of conservation. (110371)

Teacher ref. materials; media kits; films. (110374)

If appropriate for K-2 grade level. (110377)

Very similar to what is already being offered except with the addition of worksheet possibilities for the children to do themselves. (110378)

Alternative fuels, problems of nuclear power (energy) environment. (110379)

Geared for lower elem. student. (110381)

Fef. material, filmstrips. (110390)

Ways showing younger children how they can conserve energy. (110395)

Lower elem. coloring book with energy saving ideas! Some type of media presentation -- either filmstrip or film. (110397)

What could happen if energy is not conserved. (110398)

Electrical safety and how electricity is "made" & used. (circuits). (110400)

Stickers children could take home, coloring books. (110402)

Master dittos of conservation ideas. (110404)

Your selection. (110405)

Each child should be made aware just to conserve and different ways in which one can conserve. (110406)

Too high content area for 4 yr. olds. (110409)

1. Something factual to take home to parents explaining ways they can save energy or effective consumer use of certain products or legislation concerning energy consumption/development. 2. Materials about nuclear energy; 3. Update on wind/solar energy alternatives. (110410)

Depends on what the material would be. (110412)

Movie and take-home materials children can go over with families. (110413)

Filmstrips, cassette, coloring books, dittos. (110414)

Media kits (exam "A Powerful Friend") are interesting to class. Would suggest using cassettes instead of record for easy storage and more practical for classroom use. (110415)

Ways in which a child at age 6 would be aware of how to conserve energy. (110416)

Samples of what the children could do tohelp conserve energy--what affect they can have on conservation. (110417)

Film, hand-on books, posters, something for class to take home. (110418)

How important it is for children and how they can conserve energy--and the end results of that conserving. (110421)

How they can help around the house. What to look for in appliances, cars, etc. How you help in conservation. (110423)

If at primary level. (110425)

How to conserve (using K-3 language and activities); experiments (classroom); dittos (or comparable) to take home and thus involve the family. (110427)

F/Sps, charts, posters. (110428)

I feel strongly that we need to have a conservation consciousness rather than a consumer consciousness. (110430)

Practical ideas that younger children can grasp and use in everyday life. (110432)

Ways young children can conserve energy both at home and school and in nature. (110435)

Anything related to 3rd grade. (110437)

Explanation of what is the meaning of energy and what itmeans in the life of the child and the family. A list of things a child can do or help do to aid in energy conservation. (110438)

Graphic presentations for 1st grade students. (110442)

Filmstrips and worksheets to reinforce subject matter. (110443)

Ineed enough material to prepare a unit not just a free filmstrip with no backup material. (110445)

It would only be valuable if keyed to lower elem. (110446)

2ndgrade too young. (110448)

Media kits and films. (110449)

I teach a unit on ecology and would like to see any materials along this line. (110450)

Easy to understand material. Suggestions children could follow. Illustrated material. I would use it because energy conservation is badly needed in our society. (110451)

Must be geared down to proper age levels. (110452)

Ways children can help parents conserve energy in the home. (110455)

Practical ways children their age could help with energy conservation and why it's important. (110464)

Literature, worksheets, color sheets, science/social studies. (110466)

Simple illustrations and terms, practical illustrations and terms, filmstrips, activity sheets. (110468)

Would not want advertising. (110470)

Specific things children could do to conserve. (110471)

How students can conserve energy. What energy needs to be conserved. The different kinds of energy. (110473)

Include practical hints children may do and relay to parents. Cartoon or animated work is usually appealing to children. (110476)

Home (lights, heatings) ways to conserve. (110477)

"Energy" is one of our "Environmental Education" units we teach. Posters, charts and discussion guide would be helpful. I've already used electric safety posters and energy films and filmstrips from Consumers and enjoy using them. (110479)

Alternative energy sources. (110481)

Appropriate material for lower elementary grade levels. (110483)

Everyday living. (110487)

So conservation can become an everyday part of my students lives. (110489)

Ways children can conserve energy in their everyday lives. (110490)

Anything they could relate to themselves personally or to their home life in the form of pictures, filmstrips or activities. (110491)

Student workbooks, student worksheets, background information on the subject for the teacher. Audio-visuals. (110492)

It would depend on whether the material was appropriate for my grade level or not. (110493)

Good ideas about how we (the students) can help. (110495)

Materials for children and teacher. Filmstrips, media kits, or films, wall charts. (110496)

Booklets, worksheets, filmstrips. (110497)

Important topic for all. (110498)

How young children can getinvolved (or are already involved) in energy conservation. (110500)

Film, charts of various types of conservation, worksheets for seatwork, guest speakers, suggestions for activities. (110501)

Masters, hands on activities. (110502)

Films, activities, comic books, discussion materials. (110504)

What young children can do to conserve energy. (110505)

Hands on materials for kids, dittos made, comic book with information. (110506)

The stressing of the importance of energy conservation. (110507)

Movie or cassette, filmstrip, comic or coloring book to take home, bumper or window sticker, activity sheets for K-, songs or finger plays. (110508)

Stress the individuals responsibility. (110515)

I would like some hands-on materials. I like things children can make, construct and use. Also like film strips children can use alone at the listening center. (110516)

Why we have to conserve. What will happen if we don't, how ways of conserving, how to conserve. (110517)

Filmstrips, spirit masters for follow-up seatwork as re-enforcement. (110521)

If it were at my level. (110523)

If it was boiled down enough for lower-level children. (110525)

Ways the student can help--now & in future. (110526)

Activity sheets (individual) (110528)

Pictures & films on energy conservation on a level where 7 yr. olds (E.M.I.) can relate to and understand. (110536)

Simple energy conservation that can be applied at home. (110540)

Stressing conservation of natural resources and the use of them in their lives. (110543)

Why one can conserve--still have price go up; ways of discovering more gas. (110544)

But must be explained at my level. (110546)

If it were appealing to the children, I would use it. (110547)

Simple facts and pictures that they could understand. (110548)

Filmstrips, wall charts, coloring book, comic book, activity materials (cut & paste), story to read to the class, materials to take home to parents. (110549)

History of energy sources, conservation, ecology. (110552)

Energy conservation is something everyone must be aware of. (110553)

Touch on all forms of energy. (110554)

I have seen the energy kit and it had alot of great ideas--however--its hard to share with only one kit available to our building. (110555)

I feel children should be encouraged to conserve. (110558)

Large posters pepicting energy conservation do's and don'ts. (110559)

Reference--activities--visual aids--films. (110561)

If for my grade level. (110564)

Booklets that the younger students can work through with the teacher, a filmstrip leading to the topic. (110565)

In the filmstrips leave more lasp time between the frames, the filmstrips I used are a little too fast for the little ones to follow. (110566)

How to conserve. Why should we conserve. (110569)

Simple--written materials. Illustrations, movies, simple instructions on making things pertaining to the unit. (110570)

How to conserve energy awareness. (110571)

Done in a way that young children can understand, emphasize why energy conservation is very important to child. (110578)

The idea of how important energy conservation is, the urgency of it and how each of us can take that responsibility. (110579)

Large picture, charts, and movies that would be appropriate for first grade students. (110580)

Filmstrip, pictures for bulletin board, worksheets, story book. (110581)

Children should learn early--of the need to not waste in all areas of their life. Home projects, checklists to apply conservation realistically. (110583)

Why increasing costs, where does energy come from, what can students do to help parents & schools. (110586)

Ideas for home use & school. (110587)

Activities, films, discussion topics, etc. that help explain why conservation is important and what we can do to conserve energy. (110593)

Different materials appropriate to grade levels (Ex. K-2/3-6). Information geared to children--not telling children what adults must do, but explaining what they can do. Useful materials--pamphlets generally aren't it's "gimmicky"--but perhaps stickers or transfers or buttons--children do relate to those materials. (110595)

If this could be developed on a preschool level I would consider this. (110597)

Some material written on primary level on fuels, energy of heat and light, conservation of resources. (110598)

I would use them if they were simply explained and if visual aides accompanied and if suggestions for explaining to my level were included. (110601)

Illustrations of what students and their families can do to conserve. Color sheets--or activity (simple) sheets would also be helpful. (110603)

If at correct level of teaching, I think this could be used in social studies at 3rd grade. (110604)

Materials which would be applicable to first grade class. (110610)

Ways for children to become involved in this issue. (110614)

Easy to read. Pleasant to look at. Factual at grade level. Hands on type of material. (110615)

Simple home energy checks that lower ele. students can do. I would think 1st & K would enjoy being energy detective to help everyone save our resources. (110616)

At first grade level. (110617)

Ways children can be directly involved and see some immediate results. (110619)

Ways the students could help conserve energy. Hints as to how they could suggest conservation for the home. (110620)

It's an important topic today. (110621)

Films, coloring books, posters. (110622)

Lack of information in textbooks. (110623)

More lower grade materials (K-2). (110629)

Film-filmstrip-seatwork materials. (110635)

Depends on the material and time required for teaching the subjects.(110638)

Set similar to the Energy box set up by Detroit Edison. (110640)

Simple enough for lower elem. (110642)

Definitely would use materials if it were things my children could do. (110643)

I'd like audio-visual materials and coloring book activities to guide discussions. (110644)

Activities children could actually put into practice to conserve energy. Family related activities. Simple awareness of what industry and gov't is doing. (110645)

Materials the children can use. Medial kits, comic book type materials. (110646)

Any phase of energy conservation a first grader can understand. (110650)

Materials K-3 level. (110651)

Experiments children could do. (110653)

Only if they were of "high interest" and appropriate grade level. (110655)

Visual explanations simply stated to help young children understand the sources of energy used now & the great need to conserve what we have. Their life style is <u>not</u> one of conservation of <u>anything</u> today. They live in a "throw-away" world. (110657)

It depends on the <u>level</u> of the materials. Much of what I've seen is geared to the older child--not a 6 year old. (110658)

Whatever is appropriate! (210005)

Low enough grade level to suit kindergarten. (210024)

Worksheets--pictures--few words, media kit. (210036)

Energy conservation is an extremely important concept for young children to begin learning about now, so they can incorporate it into their life styles. (210059)

If the material was relevant to my grade level. (210081)

Time schedule. (210093)

Depends on rest of curriculum. (210094)

Filmstrips, cassettes, materials (worksheets) for seatwork, wall charts, pamphlets. (210097)

I haven't found a lot of available material for younger children kindergarten). (210100)

Safety, electricity and its uses. Background of people who contributed to field of electricity--ex. Edison. Simple hands on experiments early elementary children could try in their classrooms that would be interesting. (210101)

Posters, teachers guide, children's booklet. (210112)

Provided it was appropriate for my grade level. (210120)

Posters, information, dittos, booklets. (210011)

They would have to be designed for non-readers. (210051)

How children can conserve energy. (210086)

For grade 2: film or filmstrip/cassette, worksheets, comic book. (210001)

1. Use of energy, 2. conserve our resources, 3. safe use of energy, 4. being careful with energy--not abusing it! (210004)

Film, indiv. coloring/activity books, or ditto material. (210006)

Films or filmstrips, worksheets inwhich children do some thinking activities. (210007)

Spirit masters, posters & charts, hands on activities, teachers guide and references, available field trips. (210008)

Filmstrip, graphics & pictorial, media kit, demonstration kit, worksheets. (210010)

Activity cards, spirit masters, filmstrips, cassette, and student activity sheets. (210015)

Energy conservation ideas that six and seven year old children could handle. What children this age could do/not do to conserve energy. (210016)

How we can use energy more wisely. (210018)

Specific examples for home energy conservation and vocation guidance in energy conservation. (210019)

Nuclear energy info. (210021)

Practical things that a 6yr old can do to conserve energy. (210031)

It would have to be appropriate for second grade. (210034)

Lower elementary level material--K-3. (210040)

At the moment I couldn't really say. (210045)

Materials that the students can use (consumable). A fair treatment of the subjects. (210046)

Science concepts, practical ideas they could implement at their age. (210049)

Children are hearing their parents discuss conserving energy. Visual materials could help them to understand conservation for other view points. (210050)

Concrete practical ways children can be involved. Simple ways to generate experimental evidence of energy conserved in classroom. Attention to ethical and affective reasons for conserving as well as self-serving. (210053)

A lot of pictures, basic info. (210056)

Saving & sharing. (210060)

Materials children are able to read and be actively involved with. (210061)

This could be dealt with very affectively with K-2 grade level. (210062)

Little available in textbooks. (210064)

1. Media kits (filmstrip & cassette), 2. Cartoon books, 3. Coloring books, 4. Spirit Master sheets--Worksheets for seatwork. (210068)

It would be useful to have a demonstration or movie to show the children what <u>they</u> can do to promote energy conservation. (210069)

Take-home reminders to share with parents. (210071)

<u>Emphatically</u> yes! Recycling, resource-management, ecological trade-offs (objectively stated), value in conservation, global energy perspective, individual benefits, etc. (210073)

Short lessons on each type of energy conservations. (210074)

Level of material appropriate to my grade, list of field trips where this could be demonstrated; background information on each area. (210075)

Cut and paste construction materials. (210080)

Ways to conserve in school. (210087)

Media kits. (210089)

Activities--something the kids do to find out the answer. (210092)

If it was simple enough. (210095)

Filmstrips, films, media kits, comic books. (210096)

It depends on the material and how it is presented to a certain grade. Students at my grade level enjoy stories which illustrate such topics. (210099)

Activity sheets for student use or coloring books. (210102)

Material regarding individual responsibility as to conserving--not wasting resources. (210104)

Energy conservation, pollution solutions. (210108)

Practical everyday applications of energy conservation using appealing characters and a simple vocabulary. (210109)

Practical, daily, home and school conservation tips. (210113)

Things that can be done around the home--to relate to the child. (210118)

I would like to see energy conservation put in such a way that the children would be aware of how they can conserve in their everyday life--classroom and at home. (210063)

Films, posters, worksheets, and or filmstrips w/ cassettes. (210009)

What can a youngster do to conserve at the age of 6? How can they become advocates and speak to those who don't conserve? Help them have strong feelings about energy--know the facts at a young age. (210076)

Up to date energy use which is common in households, not futuristic or rarely used. (210079)

All types of conservation and ecology. (110602)

Yes, very important. Many families have lost jobs & are looking for more ways to cut costs. (110603)

Safety--regarding winter weather--and rainy weather. (110605)

Correlates with our social studies program. (110608)

If these materials were appropriate for primary grades. (110610)

Film, filmstrips, books, spirit masters. (110613)

Energy conservation made clear and simple for the lower grades. (110614)

We operate under a shortened school day--no time! (110615)

At this level (3rd an awareness of the necessity to conserve and what part they could play in this area. (110617)

How the children could individually contribute to this need. (110620)

On lower elem. level: 1. What is energy, 2. Where/how do we get it; 3. How student/family can conserve; 4. Consequences if we don't. (110621)

1. Booklet containing basics; 2. Charts, graphs; 3. activities. (110622)

How children can conserve energy both at home and at school. Why conservation is necessary. (110623)

I would like materials relating to children becoming interested in energy conservation. (110624)

Suggestions for activities, spirit masters for worksheets (if at a lower el. grade level); pictures or posters. (110626)

Materials developed to explain energy and its use to young children, pre-k-1st. (110628)

Grade level materials teaching about conservation of energy and how it works. (110631)

Media kits. (110632)

Materials listed are good. (110633)

Easy reading, easy explanations, diagrams, charts. (110634)

1-2 and 3 of the above question children enjoy colorbooks. (110635)

These need to truly be at the primary level, if I use them. (110636)

Ideas, etc. applicable to everyday living, not statistical and idealistical approaches. (110639)

Saving electricity--cost. How young children and families can conserve. (110641)

Basic ideas for children; what they could do; ideas. (110642)

Ways for eight year olds to help conserve. (110643)

If on first grade level. (110646)

If on a lower elem. level (1st. grade or under). 110647)

A clear concise illustration of how energy conservatin is important to the students and their families. Also handouts for take home that students could share with their parents. (110648)

At this level I would like to see alot of hands on materials the student can use in the classroom. Ex. Energy House for them to see a-l energy examples in a house. (110649)

I would like to see materials at a primary level. Usually I have to do this. Would like posters and large print information. Please much hands on materials for center learning. (110653)

If they fit. (110656)

The idea of personal responsibility over against government responsibility. 110657)

Films, or filmstrips; teacher materials; worksheet (dittoes); pamphlets. (110661)

If appropriate grade level. (110663)

Easy to understand. (110664)

Films showing importance of energy conservation, maybe material for class presentation by teacher followed by a discussion. Spirit masters to make worksheets as follow ups. (110665)

Energy surveys, usage, energy consumption of common household/school. (110666)

Some type of comprehension worksheet. (110667)

I believe that this is an important topic with the way the world is now, and if children are taught young enough, it just might sink in! (110668)

C D I and K from Question 10. (110671)

If they were at an early elementary level. (110673)

Filmstrips and tapes or records, movies, hands-on activities, posters. (110675)

Anything that would pertain to the students. (210146)

I teach Kindergarten children and they might not understand everything that is said in the program. (210145)

Energy conservation that young people could do. (210142)

Coloring books, posters, filmstrips, films. (210137)

Spirit master stencils, grade level materials. (210132)

Activities, games. (210124)

Appendix C-9: Responses received from elementary teachers to the question "If Consumers Power Company were to prepare and distribute educational materials explaining the Michigan Economic Development Program, would you consider using these materials with your class(es)? What would YOU like to see included in these educational materials? (OR Why would you not use these materials?)"

Grade level. (110004)

Such materials might be beyond grasp of 8-9 yr. olds. (110008)

I feel this topic is too advanced for first graders. (110010)

I'm at first grade. (110014)

Not appropriate. (110015)

Question appropriateness for 3rd grade. (110017)

This may be too difficult for primary students. (110019)

Not sure that you could develop a program of this nature that lower elem. students could understand. It's a pretty complex subject. (110021)

How would that be appropriate for 6 year olds? (110023)

I'm not sure this could be simplified for 1st graders. If it could then I would use it. (110024)

Not of interest to second graders. (110025)

Depends on how topic could be presented to first graders. (110026)

Too hard for primary. (110027)

Could it be on a lower elementary level. (110031)

I'm not sure K-3 students would understand this concept. (110032)

This would be over lower elem comprehension. (110035)

Would depend on the level of the material. If it would fit second grade, I would consider. This is a vital interest area at this time. (110037)

If it was on 3rd grade level. (110040)

Not appropriate to my grade level. (110044)

Unless 1st graders could understand the concept. (110046)

Not appropriate for my grade level. (110102)

Not suitable for my grade level. (110108)

What is MEDP? (110109)

Might not be appropriate for my early primary class. However, as a teacher I would be interested in the knowledge. (110112)

My children are too young. (110113)

This would not be applicable to K-3 curriculum. (110114)

As long as they are on grade level and relevant. (110115)

Levels of children too low (working). (110116)

Not applicable. (110122)

They may be difficult for a second grader to understand. (110123)

Probably above grade level. (110125)

Too much for Kdg. (110128)

Would this apply to lower elementary grades? (110131)

My level is too low to appreciate this. (110135)

If it were at a level young children could understand. We do some things with economics. filmfilm strip, charts. (110137)

Second graders are too young to gain much from such a program. (110138)

Age level. (110140)

Doesn't suit my grade level. (110143)

Not appropriate material. (110144)

Books, films worksheets, etc. (110146)

Does not sound like early ele. level. (110148)

If materials related to our social studies and was at an elementary level, I probably would use them. (110150)

Yes, if it suitable for 3rd grade. (110153)

Teach 1st grade. (110158)

I would like to see copies of it first. (110159)

Could it be appropriate for el. ed. students? (110161)

Might not apply to 2nd grade level. (110162)

A concept more for older students. (110163)

Not appropriate for age level I teach. (110165)

Too difficult a concept for kindergarten children. (110167)

Probably not for grades 1-3. (110169)

See no. 10. (110174)

Above my level of teaching. (110176)

Not appropriate for my grade level. (110179) (110187)

Would not apply to grade level. (110182)

I feel it would be difficult to put these on a lower elementary level. (110183)

As long as it was not developed to create bias in the students. (110185)

I don't know if my children would be able to understand it. (110189)

Would the materials be appropriate for 1st grade level? (110191)

Too advanced for kdg. (110194) (110508)

If written in simple K-3 language. (110195)

Possibly too hard for children of this age to grasp. (110199)

If objective, not political. (110200)

I don't think the subject is appropriate for 2nd graders. (110201)

It would depend on the grade level they are geared to. (110203)

Does Consumers have the objective background for this project? (110204)

To supplement my existing materials. (110207)

My students too young. (110209)

Not appropriate to grade level I teach. (110210)

Too advanced. (110211)

Again, if it was developed in such a way that the younger student could grasp. (110212)

I feel this would be too difficult for 3rd grade. (110214)

Too advanced for first grade. (110215)

No, I teach 1st grade. (110216)

Not sure they could be at 1st grade level. (110220)

Don't think this topic is within much of the realm of understanding of K-3 children. (110221)

Include poster, filmstrip, worksheets. (110222)

I'm not sure that this could be handled effectively at a second grade level. (110224)

1. All material pertaining to one grade level-(2nd grade). 2. Enough material (if in booklet form) for 33 children. (110226)

Not for my level. (110227)

Not appropriate for 1st grade. (110232) (110442)

K-3 students would not understand economics! (110233)

I don't think it would be appropriate for second grade. (110235)

I question this topic's pertinence to my grade level. (110238)

Does not apply to my grade level. (110240)

What exactly is it. How would it be appropriate for 1st grade? (110245)

Understandable at a lower elementary level. (110246)

This topic would probably be beyond a 2nd grader's comprehension. (110247)

Can these be organized in bite size on a first grade level? (110251)

Usually above grade level. (110256)

I'm not sure it would be appropriate for my grade level. (110269)

Depends on content and grade level or depth. (110273)

3rd grade level material if available. (110274)

I think it would be too old a topic for first graders. (110277)

We don't have materials covering this. (110280)

I'm not sure they are suitable for grade 3. (110285)

I have 1st grade. (110289)

Posters (charts), worksheets (grade level), pictures. (110291)

For early elementary? (110292)

Too difficul' for K-1-2. (110293)

Too difficult a concept for lower el. (110295) (110517)

Films, filmstrips, spirit masters, test. (110302)

Probably too advanced subject matter or too abstract for young children. (110305)

Not applicable to 1st grade. (110306)

If any of it were geared to primary children--early el. (110308)

I emphasize again: material for 4-5 year olds. Usually material is too advanced. (110310)

Depends if it's adaptable to first graders. (110311)

Now that I've seen catalog I plan to order some economic material listed! (110312)

Students too young. (110317)

If they could be used at this level. (110320)

Due to grade level. (110321)

I think first grade is a little too early to understand this concept. (110324)

Pre-discussion questions, film or filmstrip or video tape, post-discussion questions, test over material presented. (110326)

Film/filmstrip/(master dittos for enforcement). (110328)

It would have to be very simple. Not sure this is a priority at this level of education. (110330)

I would feel my students are too young to handle such material. (110332)

Probably beyond the interest of second graders. (110333)

I don't know what that topic suggests and may not be appropriate for lower elementary. (110334)

Too vague a concept for K-3 to grasp. (110337)

If material is presented on 2nd grade levels. We need up-to date material that children can touch and identify with. (110340)

What is the program? (110341)

Very often lower elementary material is not geared at a low enough level-especially if anything is for the child to read independently. (110343)

Above my grade level. (110344) (110464)

If it applies to my grade level. (110347) (110518) (110520)

Beyond my grade level. (110351)

I don't think this could be presented at their level of understanding. (110353)

Something for lower elementary grades. (110354)

I cannot see this concept being understood by this age. (110358)

Too difficult for primary. (110363)

Too high for my class. (110366)

Any materials available. (110367)

If on a simplified level. (110368)

Too hard for gr. 2. (110370) (110554)

That's beyond my student's level of understanding but upper elementary teachers would probably use this. (110371)

Appropriate to grade level. (110373)

May be too sophisticated for 1st grade. (110374)

Not appropriate topic for K-2 grade level. (110377)

It sounds too advanced for 3rd grade. (110378)

Provided it were readable and understandable to lower elementary students. (110379)

Elementary filmstrips, literature. Possible distinctions for city and rural (farm) children. (110380)

Because of the age level of my students, 1st grade. (110381)

What is it? (110385)

Not part of our curriculum. (110387)

Not appropriate to grade level. (110397) (110446)

Not appropriate at my level. (110401) (110465)

It would probably not be appropriate for 1st grade. (110402)

Depends if third graders could understand easily. (110403)

Master dittos. (110404)

I teach 2nd graders and I would be conderned if it would meet their level. (110407)

Depends on what the material would be. (110412)

I doubt it could be meaningful on first grade level. (110413)

If material is presented on K-3 level. (110415)

How well could this be presented to a 6 year old? (110416)

Depends on materials offered. (110417)

Hands on books (small), posters, films. (110418)

If it were geared to 8 and 9 year olds. (110421)

I am not familiar with the Michigan Economic Development Program. (110422)

If these materials would be appropriate for lower elementary use. (110424)

I would use them if it could be used in lower elementary. (110425)

Depends on if it is in Grades K-3 language and understanding. (110427)

F/sps, charts, posters. (110428)

Not sure appropriate for first & second grade. (110431)

Level of material not at interest level of 1st graders. (110432)

Materials geared for children in lower elementary grades. (110436)

3rd grade materials. (110437)

Media kits or filmstrips, graphics and pictorial materials, teacher's guide, spirit masters. (110438)

Too advanced for my group. (110439)

Conservation, safety. (110445)

2nd grade too young. (110448) (110543)

Too difficult for early elementary age level. (110450)

If it could be made simple enough I'd use it. (110451)

It would depend on the readability and content. (110454)

If they could be used at a lower grade level. (110461)

Too advanced for my class. (110462) (110472)

Very elementary level. (110466)

If on primary level. (110468)

Might be too difficult for 1st grade. (110470) (110477)

Not of interest for my grade &/or me. (110471)

How students can conserve energy. What energy needs to be conserved. The different kinds of energy. (110473)

K-3 is my area. I'm not sure what level the materials would be. (110475)

Probably not because it sounds a little advanced for 1st/2nd grades. (110479)

Appears to be a topic too deep for my grade level (first). (110483)

3rd grade level however. (110484)

Too advanced for my group. (110487)

Not appropriate for age level I teach but good idea for older children. (110490)

Not too appropriate or understandable at 2nd grade level. (110491)

Student workbooks, student worksheets, background information on the subject for the teacher, audio-visuals. (110492)

It would depend on whether the material was appropriate for my grade level or not. (110493)

Not familiar enough with it to know. (110494)

Material is usually too hard for children in my third grade. (110496)

Too young. (110498) (110511) (110534) (110565) (110634)

How young children can get involved (or are already involved) in energy conservation. (110500)

I teach 1st grade. (110501) (110581)

Not appropriate for grade level. (110503) (110556) (110572) (110624)

Not enough time to cover additional topics. (110505)

If it were for lower el. (110506)

Depends on level of materials. (110507)

Too hard a concept for special education students to understand. (110510)

Probably above kindergarten level. Yes, if on Kndg. level. (110512)

Would depend upon level at which it would be written/presented. (110515)

I have taken the training for Mini-society and have used it very successfully for two years. Anything to enhance this project would be helpful. (110516)

Would depend on difficulty of material for younger children. (110521)

If clear and understandable to a child. (110524)

Too hard for my boys and girls to understand. (110525)

Would have to see outline of materials and program. (110526)

I would not use these because of the grade level--1st gr. (110529)

Stencil worksheets, some posters, some filmstrips. (110532)

The subject matter is too high for my level. (110536)

Not appropriate for lower el. (110537) (110558)

If done in simple enough form for the children to understand. They enjoy "real life" units. (110540)

I would use them but not sure what should be included. (110544)

I cannot answer. I am not familiar with the program. (110547)

Too advanced for lower elementary. (110548)

Lower elementary is really too young to concentrate on this. (110553)

I don't feel that the K-3 level is ready to grasp this concept. (110555)

It is not part of our planned program. (110559)

If for my grade level. (110564)

No--I teach 1st grade--it is not appropriate for this grade level. (110566)

Subject matter would probably be beyond the grasp of my students. (110567)

Would depend on the materials objectivity. (110568)

Doesn't sound like something of interest or value to K-3 students. (110569)

Simple--written materials, illustrations, movies, simple instructions on making things pertaining to the unit. (110570)

No for Kindergarten; yes for upper el. (110571)

These are Grade 2 pupils. (110575)

Children in my area too young to understand. (110576)

I would have to see them first. (110578)

Depends upon the simplicity of the matl. My children are 7 & 8. (110579)

If developed in the lower level grades--children at this age level need to know of way power companies operate, cost, service provided--ways service is improved--things that affect them everyday are very relevant, comparisons made so even the little ones can understand, and appreciate. (110583)

Natural resources, supply and demand in relation to price, why doesn't S/D theory work in case of nat. gas, unemployment and its effects on families. (110586)

Too technical for elementary. (110587)

3rd grade level material. (110589)

If at primary level. (110591)

Too difficult for 3rd grade. (110594)

Only qualification would be that it must be material geared to the grade level I teach--otherwise it's a vast waste of money and time spent on development. (110595)

This topic is above grade level. (110597)

Sounds like it would be better suited to older students. (110598)

I believe my class would be too young to understand. (110599)

I would use them if they were simply explained and if visual aides accompanied and if suggestions for explaining to my level were included. (110601)

Not familiar with program. (110603)

I haven't taught economics in 3rd grade. (110604)

Not applicable at primary. (110605)

Probably not in Grade 1. (110608)

Too hard. (110615)

I don't think this could be made simple enough and interesting enough for 1st graders. (110616)

Supply--demand. (110618)

Would it be appropriate for lower elementary? (110619)

What would <u>you</u> try to communicate to a K-3 child? (110622)

Information that is available is not at an elementary school level. (110623)

Only if the program was appropriate for lower elementary. (110630)

Activities to involve children at various developmental stages. Creative ideas. (110633)

Depends on the material and time required for teaching the subjects. (110638)

Depends on area covered, if written at lower el level, pictorial needs. (110640)

Depends on if first graders can do it--it must be easy. (110643)

Material would need to be very basic on a primary level.

Because of working with K-3. (110646)

It would depend on whether or not my first graders could understand the material. (110650)

If simple enough for K-3. (110651)

If it was easy enough for lower el to understand. (110652)

Too difficult for first or second grade. (110653)

If it were appropriate for lower el. (110654)

Not sufficient interest or value to curriculum. (110655)

If elementary enough! (110657)

I'm not sure what this is! (110658)

I think my class is too young. (210005)

Not appropriate for this age level. (210036)

I like to relate materials used to the environment or area in which the students live. (210059)

Again--at my specific grade level if it pertained. (210081)

Not appropriate to grade level. (210097)

If it were geared to their age level. (210100)

I would have to see it first. If I liked the materials I probably would set up a unit and use the materials. (210101)

It sounds too advanced for lower elementary. (210105)

I don't feel that first graders would benefit fromthe material but I would gladly look it cver before I made any decision. (210107)

Map of Michigan, posters, teacher's guide, children's booklet. (210112)

Topic level too advanced for kdg. (210120)

Above level of kindergarten. (210121)

Not sure 3rd graders would be interested. (210011)

It is too complicated for Kdgn. (210044)

What children can do to help. (210086)

Too advanced for 2nd grade!

Not sure it would be appropriate at this age level. (210006)

Too advanced for 2nd grade. (210007)

Too difficult for my level. (210008)

Above our grade level. (210019)

Depends on grade level. (210023)

I teach 2nd grade and I'm not sure this topic is appropriate at this level. (210027)

Not applicable for second grade. (210034)

Don't feel it is appropriate for my grade level. (210035)

It would have to be interesting for my third grade students. (210045)

If it were appropriate for the 2nd grade. (210046)

If our economic development is explained on their level young children would enjoy a trip back into the history of their ancestors and brought up to date. Perhaps insight into the future job market would help them to think about their own future job choices. (210050)

If cast on simple level. General attention to what are state's best resources and future prospects for supply. Efforts previously carried out--results. Emphasizing on flexible creative imaginative approach to dev. (210053)

Showing opportunities in Mich. for all to be employed. (210060)

Would the material be adapted for primary children. (210061)

Not apply to grade taught. (210064)

I don't know what the Program is. (210065)

If Grade 1 would benefit. (210067)

1. Media kits (filmstrip & cassette); 2. Cartoon books; 3. Coloring books; 4. Spirit master sheets--worksheets for seatwork. (210068)

Probably too mature of a subject. (210069)

The subject matter seems too difficult for my grade level. (210071)

Environmental impact assurance is vitally important in materials. (210073)

My children are too young. (210074)

Age level. (210078)

Not appropriate for grade level with curriculum. (210082)

Difficult concepts for primary grades. (210084)

Not interesting to students at my grade level. (210087)

Not at a lower ed. level. (210090)

Too young! (210095)

Class is too young to understand economic principals. (210096)

It would depend on the material and how it was presented. It sounds like something that might be a bit above the interest level of my students. (210099)

Not appropriate for my grade level. (210102)

Not for my level! (210106)

It would not be appropriate at my grade level (second) where time is at a premium. (210109)

Children are too young. (210113)

Too much for K & early primary. (210118)

Could this be explained on a primary level? (210063)

Too advanced for my children. (210009)

Sounds too hard. (210009)

Too hard for my level. (210079)

Not sure you would be able to bring it down to an 8 year old. (110677)

Filmstrips & tapes or records, movies, hands-on activities, posters. (110675)

Form of play or drama. (110674)

They would probably be too advanced. (110673)

Would be hard to do at lower elem. (110670)

Doubt 3rd graders will get much out of this. (110669)

I am not sure how little children would respond to this. (110668)

Too advanced. (110667)

My 7 year olds wouldn't sit still forit. (110666)

I'm not sure they would be appropriate to the grade level. (110665)

Easy to understand. (110664)

If appropriate grade level. (110663)

If appropriate to 3rd grade level. (110661)

Not suitable for first grade. (110659)

I'd have to see it first and evaluate. (110658)

Suitability to second graders?? (110656)

Again at primary level and to use at centers to meet needs of all age children--also all abilities. (110653)

Not relevant to 2nd grade curriculum. (110652)

Would have to see a sample first. (110648)

Unless on a 1st grade or lower level. (110647)

Too deep for 1st grade. (110646)

I have 3rd graders. It would have to be pretty basic. (110642)

I don't think it would apply to my level. (?) (110641)

Would have to see what is involved and how much is involved before using with younger elementary students. (110639)

Not at elementary level. (110636)

That might be over 2nd or primary level. (110635)

Might be too abstract for lower elementary. (110634)

Not my level. (110632)

Grade level. (110631)

With study of energy. (110630)

Not appropriate from pre K children

Above grade level. (110671)

I don't believe my class would be interested or only a few would be interested and time is limited. (110626)

Materials need to be on a level that is easy to understand. Many times concepts are too difficult for children. This results in lack of interest. (110624)

The topic is inappropriate for my grade level. (110623)

Not appropriate to 2nd grade. (110621)

Question if appropriate to lower el. (110620)

Would probably be too advanced for my grade level. (110618)

Not familiar with what you have to offer 3rd graders. (110617)

If they were geared to the lower grades and of interest to them. (110614)

Would have to be very elementary and simple. (110613)

If appropriate for third grade. (110610)

I do not think the 2nd graders I am now teaching would be interested or understand this material. (110605)

Too difficult for my grade level (Gr. 3). (110604)

I teach kindergarten, so that would be too hard for my kids, some of our teachers may though. (110602)

Not appropriate for grade level. (210131)

Children too young. (210133)

Beyond lower grade level. (210134)

Coloring books, posters, filmstrips, films. (210137)

Content too extense for grade level. (210142)

Not at my grade level unless it was so broad but for the higher grade levels, yes. (210143)

Would be better for older children. (210144)

It sounds too hard for 2nd grade. (210146)

It would be too abstract for a second grade level. (210147)

Appendix C-10: Responses received from elementary teachers to the question "If Consumers Power Company were to prepare and distribute educational materials explaining the economic factors of the rate structure of regulated industries (e.g. electric power and gas companies), would you consider using these materials with your class(es)? What would YOU like to see included in these materials? OR Why would you not use these materials?)"

I don't believe my 3rd graders would be able to grasp those ideas. (110001)

I have difficulty myself accepting rationale for rate hikes--particularly in light of "monopoly" like utilities. (110004)

Such materials might be beyond grasp of 8-9 yr. old. (110008)

Too advanced. (110010) (110447) (110487) (110505) (110585)

I don't think that applies to my grade level. (110011)

Grade level. (110014) (110465) (110656)

Not appropriate. (110015)

Question appropriateness for 3rd grade. (110017)

Something colorful that would interest 6-7 yr olds and brought down to their level of understanding. Coloring and a minimum of words. (110018)

Perhaps too difficult. (110019)

Very complicated ideas, again. (110021)

How would that be appropriate for 6 year olds? Not applicable for me. (110023)

Not part of second grade studies... (110025)

Not unless it was simplified for grade one students. (110026)

Too hard for primary. (110027) (110547)

Children in early elementary are not able to comprehend such material. (110028)

Not for my grade level. (110029) (110475) (110514)

Don't think lower elementary would be interested. Sounds like propaganda. (110031)

Too complicated an issue for K-3. (110032)

This is above the comprehension level of my students. It would fit high school subject matter better than lower elem. (110035)

A little too deep of subject matter for second grade. Might be interested if it was geared down to lower elementary level. (110037)

Not for lower elem. (110039)

I'm not sure where I could fit this in. (110040)

Children too young. (110041) (110452) (110498) (110497) (110538) (110543) (110565)

Not appropriate to my grade level. (110044) (110445) (110446) (110503) (110537)

Not pertinent to grade level. (110046)

If applied to my age level of children. (110047)

Too difficult for my age group. (110048) (110491)

Students too young and time would not permit enough discussion for comprehension. (110049)

I'm sure some grade level would be interested but there are a lot of other things to be learned by third graders and just so much school time. (110050)

To advanced for my grade level. (110052) (110462) (110471) (110548)

Class too low for info. (110053)

Concept too complicated for second graders. Important for 5th gd. & above. (110055)

If on grade level. (110057)

I'm not sure the subject could be handled at the second grade level, but if the materials were good--possibly. (110061)

Grade level--not appropriate. (110062)

Sounds like too sophisticated a concept for this age. (110063)

Too advanced for my grade level. (110064)

Not suitable for my level. (110065)

May be too high a level or difficu lt a concept for my age children. (110068)

Too advanced for my age group. (110069)

Too advanced concept for early el. (110072)

First graders would not be interested. (110076)

Suited to grade level. (110077)

Not for 3rd grade. (110078) (110451) (110604)

Not appropriate for first grade level. (110080) (110442) (110438) (110492) (110501) (110556)

Same as previously mentioned. (110081)

First graders wouldn't understand. (110082) (110404) (110581)

If I taught at a higher level I would be interested! (110083)

Not appropriate for my grade level. (110086) (110566) (110572)

Yes, if they could be presented at a 3rd grade level. (110087)

Not a subject for third graders. (110090)

I feel it is too advanced for 1st grade. (110091)

Unless graded for lower el. (110092)

My students are too young. (110095)

Too "deep"! (110096) (110483)

Probably coundn't pitch this to early elem. (110099)

Too hard for first grade. (110100) (110494) (110643)

The topics on this page are more appropriate for grades 4-12. (110102)

Inappropriate to grade level. (110104)

Too involved for younger children. (110105)

If on first grade level. (110107)

Not suitable for my grade level. (110108) (110109)

Probably not appropriate for my grade level. Would like to see a sample before making a choice. (110112)

These concepts would not be applicable to my grade level. (11p114)

Not app. to grade level. (110115)

No time--students work too slowly. (110116)

Wouldn't be of interest to 1st graders. (110119)

I'm not sure that these topics could be presented to early elementary in an interesting way. (110120)

Not appropriate to lower el. (110122)

May be too difficult for my second graders. (110123)

If it were basic enough for understanding by 8 year olds. (110124)

Above grade level. (110125) (110464) (110591) (110597) (110628)

Not applicable to Kdg. (110128)

I'm not sure second graders could comprehend this. (110131)

Second graders are too young. (110138)

Sounds a little complicated for lower elementary students. (110141)

Media kit. (110143)

Not appropriate. (110144)

Too difficult. (110148) (110517) (110594)

Too young a grade (1st) (110149)

Too detailed for lower elementary. (110150)

It is not of interest at 3rd grade level. (110153)

Too advanced for early elementary. (110155)

Too hard a concept. (110157)

Too advanced for 2nd grade. (110162)

Older students? (110163)

Above their level of understanding. (110164)

Not appropriate for age level. (110165)

Not applicable to early elem. (110166)

Economic concepts too difficult for 5 year olds to grasp. (110167)

Inappropriate grade level. (110168)

Probably too advanced for 3rd grade. (110173)

Subject too difficult for 3rd grade. (110174)

Too old. (110175) (110613)

Not appropriate for grade level. (110179)

Would not apply to my grade level. (110182)

This is important but not of interest to young children and I don't feel it would be appropriate in the classroom. (110185)

Not really applicable to primary education. (110188)

Too difficult for 2nd grade. (110189)

Not for 1st grade. (110191) (110528) (110529)

May be difficult for lower el. (110192)

Level too advanced. (110194)

Too advanced. (110195) (110519)

Too high for grade level I teach. (110198)

Possibly too hard for this age. (110199)

Too political. (110200)

Not appropriate. (110201)

Depends on grade level they are geared to or if they could be adapted. (110203)

Not appropriate for my grade level. (110204) (110490)

Not appropriate at lower el. level. (110205)

Not necessarily appropriate for lower elementary. (110207)

Don't feel appropriate for first graders. (110208)

Students too young. (110209) (110617)

Don't think it could be of any value in lower grades. (110212)

Possibly too old a concept for my 8 year olds. (110213)

Too advanced. (110215)

Not appropriate for 1st grade. (110216)

Above my class level. (110217)

Not sure they could be at 1st grade level. (110220)

Students wouldn't understand. (110222)

This seems too complicated for second graders. (110224)

1. All material pertaining to one grade level--(2nd grade), 2. Enough material (if in booklet form) for 33 children. (110226)

Too hard. (110227)

Too complicated for 2nd grade. (110229)

Not in 1st grade. (110231) (110402)

Not appropriate for 1st grade. (110232)

Too complex of subject for K-3. (110233)

Not suitable for primary grades. (110234)

Materials of this type are too advanced for second grade. (110235)

Children in lower elem. are too young to understand economic factors. (110237)

Does not apply to grade level. (110240)

No, 1st grade. (110245) (110413)

Again understandable at lower elementary level. Something the children can use to evaluate how much energy costs at school and home. (110246)

Beyond 2nd grade level. (110247)

Would 2nd graders be able to understand? (110254)

Above my grade level. (110255) (110263)

Probably above grade level. (110256)

Too involved for third grade. (110262)

I'm not sure it would be appropriate for my grade level. (110269)

3rd grade or close to it; films or pamphlets in quantity to send home. (110274)

Too deep! (110275)

I don't understand it myself. (110277)

If they were too complicated for primary-level students, I wouldn't use them. (110278)

Not in second grade. (110280) (110411)

Not applicable to age. (110281)

I'm not sure they are suitable for grade 3. (110285)

Not app. for grade level. (110286)

Above my grade level. (110292)

Too difficult. (110293) (110477) (210071)

Too advanced for 1st grade. (110294)

Too difficult for lower el. (110295)

Not for 2nd grade students. (110298) (110422) (110448)

Films, filmstrips, spirit masters, test. (110302)

Too difficult at my grade level. (110304)

Too advanced for young students. (110305)

If any of it were geared to early el (primary) students. (110308)

Grade levels too low. (110309)

Topic is too complicated for early elementary. (110310)

Too difficult for my level. (110312)

Not appropriate. (110313)

Too difficult for lower elem. (110319)

Too old for my room. I'm sure older groups would benefit from this information though. (110320)

No, due to grade level. (110321)

Beyond my grade level. (110324)

If you could get it down to a K-3 level. (110326)

Too difficult for 3rd graders. (110328)

Too difficult at lower age level. (110329)

Don't think this applies to K-3 level. (110330)

My students would have a difficult time with material of this nature. (110332)

Too complicated subject matter for lower elem. (110333)

Too young of children. (110334)

Too vague a concept for K-3 to grasp. (110337)

Not appropriate for my grade level. (110339)

No interest to K-3. (110340)

Too advanced. (110341)

Too young. (110342) (110512) (210005)

Not at lower elementary level. (110343)

Above my grade level. (110344)

1st graders are too young to understand. (110346)
Would they be appropriate for grade level? (110347)

Too difficult for the level I teach. (110348)

Beyond grade level. (110351)

No interest. (110353)

Appropriate for lower el? (110354)

Too technical for lower el. (110357)

Too hard. (110370) (110615)

That's beyond my student's level of understanding but upper elementary teachers would probably use this. (110371)

May be too sophisticated for 1st grade. (110374)

Not appropriate to Grade 1. (110375)

Too difficult for early elementary. (110376)

It would not be appropriate for my grade level, k-1. (110377)

Too advanced. (110378)

The facts are distressing and sickening. Nuclear power has not been the answer we hoped it would be. (110379)

Because of the age level of my students. (110381)

Not part of our curriculum. (110387)

The kids in lower el. can't grasp these concepts. (110388)

Probably not--because of my grade level only. I see a place for it with older children. (110390)

Because of age group I work with. (110393)

Class too young. (110394)

Not appropriate. (110397) (110401)

Too complicated for Grade III. (110398)

Too advanced for 2nd grade. (110400)

May be too difficult. (110405)

Are the materials appropriate to 2nd graders? (110407)

Provided students can understand information. (110410)

It would be above their reasoning. (110416)

Subject matter too mature for lower elementary. (110417)

I have used several things from Consumers Power and they have really fine things to use. Its just hard to get several items because many others are using them. Hands-on, films, kits, etc. (110418)

2nd graders not ready for this. (110421)

Depending on the level of the material. (110423)

If these materials would be appropriate for lower elementary use. (110424)

Here again, K-3 material? (110427)

Charts for math lsns, f/sps. (110428)

Not at our interest level. (110432)

Would use materials if on a level for early elementary children could understand. (110436)

I have 2nd or 3rd graders & this concept is too hard to comprehend. (110443)

Films. (110449)

It would depend on the readability and content. (110454)

Beyond concepts of 8 yr. olds. (110455)

Can this be related to this age level. (110457)

Too difficult, good at a higher level maybe? (110461)

It would not be relevant to primary grades. (110468)

Might be too hard for 1st graders to understand. (110470)

Might be too hard for students to understand. Interest level is too high for students. (110473)

I'd use only if appropriate for 1st/2nd grade. (110479)

Too old for my students. (110493) (110621)

It depends on if it were geared to their level. (110500)

Material is usually too hard for my third grade group. (110496)

1st graders would have difficulty with this concept. (110507)

Too advanced for K--. (110508)

Too hard a concept for special education students to understand. (110510)

Probably above Kndg. level; yes, if on kndg. level. (110512)

Beyond early elementary interest and ability. (110515)

My children are too young to grasp this material. (110516)

For this would be too advanced for 1st & 2nd grades. (110518)

If the grade were appropriate. (110520)

This sounds mighty difficult for Early Elem. (110524)

Too difficult of a concept for young children. (110525)

Too complicated for lower el. (110526)

Depends on grade level/curriculum. (110527)

If they could be on a 1st grade level. (110532)

Only if it were on a level they could understand. (110536)

History of the regulations, methods of hearings. (110544)

How best to use sfaely and economically and sparingly. (110552)

May be too complicated for lower elementary to comprehend. (110553)

Too hard a concept for 2nd grade. (110554)

Not appropriate for K-3. (110555)

Not applicable to lower el, too difficult a concept. (110558)

Too hard a concept for lower grades. (110559)

Doesn't pertain to curriculum. (110561)

Would pass materials to grades appropriate. (110564)

Subject matter would probably be beyond the grasp of my students. (110567)

Not of interest to K-3. (110569)

This may be beyond the grasp of small children. (110570)

No for Kindergaretn; yes for upper el. (110571)

Children in my area too young to understand. (110576)

3rd graders probably wouldn't understand concept. (110577)

I would have to see them before I could decide. (110578)

Again depends upon age level of matl. (110579)

Depends on what exactly would be included, perhaps small portion. (110583)

Too sophisticated for my grade level. (110593)

Can't see value to K-3 children. If materials can be produced to make sense at that level, I'd use them. (110595)

Too advanced but later elementary might. (110598)

Information would not be relevant to my level of teaching. (110601)

Not applicable at primary. (110605)

As long as it was on my grade level. (110618)

Would this be appropriate for lower elementary? (110619)

What would you try to communicate to a K-3 child? (110622)

Interest level not appropriate. (110623)

Not related to grade level. (110624)

If appropriate. (110630)

Depends on the material and time required for teaching the subjects. (110628)

Sounds above my level. (110640)

Don't think children could comprehend this concept at first grade level. (110645)

No, because of interest of children. (110646)

Concept may be too difficult for early el. (110649)

I don't think my first graders could relate to this. (110650)

Too difficult. (110652)

Too difficult for children to understand. (110653)

If appropriate to grade level. (110654)

Students too young to understand. (110655)

Too sophisticated for K-3 I feel. (110657)

It sounds too involved for 1st grade. (110658)

Would not fit into my curriculum--its already packed. (210079)

Again too hard and boring. (210076)

Too advanced for kindergarten. (210009)

I really don't think that it could be brought down to the level of a primary student. (210063)

Kindergarten--not appropriate. (210018)

Children are too young. (210113) (210069)

It would not be appropriate at my grade level (second) where time is at a premium. (210109)

Not at my level. (210106)

I don't think 2nd grade would be able to understand the material to be presented. (210102)

It sounds as though the topic is beyond the comprehension level of the students at this age. (210099)

Class is too young. (210096)

Not for kindergarten. (210095)

Inappropriate in curriculum, doesn't apply. (210082)

Age of students. (210078)

My children are too young. (210074)

The truth about oil depletion allowances, tax/exploration credits, profit, etc. (210073)

Too advanced for 2nd grade. (210068)

Difficult for younger children. (210061)

Save not waste. (210060)

I think this would be too difficult a subject for lower elementary to understand. (210050)

Too old of a subject for my students. Good for older students. (210045)

Not appropriate for second grade. (210034)

I teach 2nd grade and I'm not sure this topic is appropriate at this level. (

Depends on grade level. (210023)

Above grade level. (210019)

Too difficult for my level. (210008)

Too high of a level of study for 2nd grade. (210007)

It would be interesting for me but again may be an age level problem. (210006)

Too advanced for 2nd grade. (210004) (210001)

I think it would be too deep for my age level. (210085)

Too complicated for Kdgn. (210044)

Too complicated for 3rd grade. (210011)

Topic level too advanced for Kdg. (210120)

Not on primary level. (210112)

I don't feel that first graders would benefit from the material but I would gladly look it over before I made any decision. (210107)

It sounds too advanced for lower elementary. (210105)

I would have to see it first. If I liked the materials I probably would set up a unit and use the materials. (210101)

Not appropriate to grade level. (210097)

Again--at my specific grade level if it pertained. (210081)

Not appropriate for this age level. (210036)

Age level of students not compatible w/ subject. (210104)

I don't know if second & third graders would understand that. (210085)

Too advanced for K-2. (210062)

Too deep for 2nd graders. (210056)

Unnecessary at present grade level (1st). (210040)

Sounds too complicated for a 6yr old to understand. (210031)

Grade level variables. (210021)

Too advanced. (210010)

A bit overwhelming for the younger grades. (210024)

Propaganda. (210115)

If these materials were geared to the lower ele. grade level and if I previewed to determine their value to my particular class. (210048)

Grade level. (210030)

Students too young. (210026)

We're second grade. (210119)

Probably too difficult for lower primary. (210103)

Too advanced for grade level. (210091)

Can you develop a unit for kindergarten? (110602)

Better for older grades. (110603)

Too difficult for my grade level (3rd). (110604)

Don't think children at 2nd grade are too interested in economic factors at this time. (110605)

Not appropriate for age level. (110607)

Probably would not be appropriate for lower elem. (110610)

Do not think younger children could understand and benefit from this. (110613)

This may be too difficult for lower elementary. (110614)

Doesn't sound like something covered by 3rd graders. (110617)

Would probably be too advanced for my grade level. (110618)

Not appropriate to lower el. (110620)

Not appropriate for 2nd graders. (110621)

The topic is inappropriate for my grade level. (110623)

I am not sure children would be interested. (110624)

Not appropriate. (110625)

I don't believe my class would be interested or only a few would be interested and time is limited. (110626)

Too difficult for primary students. (110627)

Not appropriate for young children. (110628)

Not appropriate for 3rd grade. (110629)

Too old concept for 3rd grade. (110630)

Not my level. (110632)

I teach K-3. (110633)

Too difficult a concept unless good diagrams and good easy explanations. (110634)

Too old of concept. (110635)

Not needed at our level. (110636)

My class is first grade--it (material) really wouldn't relate to our curriculum. (110638)

Figure it would be a little "above" my students. (110639)

Not appropriate at my level. (110641)

I have 3rd graders. It would have to be pretty basic. (110642)

Yes, as long as they are prepared for eight year olds, also. (On their readability level.) (110643)

Early elementary children would have little interest or need of this information. (110644)

Not for 1st grade. (110646)

Have to see materials first. Believe the concept might be too high level for lower elementary. (110648)

Not relevant to 2nd grade curriculum. (110652)

I think this could not be presented at primery level. (110653)

Too mature for primary. (110654)

Too complicated. (110656)

Inappropriate for my grade level. (110657)

Yes, if appropriate to 3rd grade. (110661)

Consider it upper el. material. (110663)

Not suitable for early elementary students. (110664)

It may be above my children's ability to grasp it. (110665)

Your beyond their comprehension on this topic. (110666)

Too advanced. (110667)

I am not sure how little children would respond to this. (110668)

Doubt 3rd graders will get much out of this. (110669)

Would be hard to do at lower elem. (110670)

Too advanced. (110673) (110677)

Film or resource person. (110674)

If they were on a very primary level. (110675)

It would be too abstract for a second grade level. (210147)

It is too hard for 2nd grade. (210146)

This wouldn't be of interest to younger children. (210144)

I'm sure the upper school would. (210143)

Subject matter not appropriate for grade level. (210142)

Too difficult. (210134)

Children too young to comprehend. (210133)

Too complicated. (210124)

The kids I teach may not understand it. (210145)

Not on my teaching level. (210128)

No interest. (210126)

Too difficult for primary level. (210125)

Appendix C-11: Responses received from elementary teachers to the question "If Consumers Power Company were to prepare and distribute educational materials explaining the use of nuclear fission to produce electric energy, would you consider using these materials with your class(es)? What would YOU like to see included in these educational materials? (OR Why would you not use these materials?)"

I believe we should be utilizing an expanding solar energy & minimizing the use of nuclear energy. (110001)

Atomic energy is a public issue--so we need to educate people about it. (110003)

Pros & cons both discussed for environmental as well as economic impact. (110004)

Too advanced for kindergarten. (110005) (110508)

3rd grade. (110007)

Such materials might be beyond grasp of 8-9 yr. olds. (110008)

Too advanced. (110010) (110548) (210010) (210001)

I don't think that applies to my grade level. (110011)

Grade level. (110014) (110527) (110656) (210030)

Not appropriate. (110015)

Might be beyond first graders. (110018)

Very simple charts, worksheets or film. (110019)

Very complicated ideas, again. (110021)

I'd have to see how it would apply to first grade experience and curriculum. (110023)

This is too advanced for first graders. (110024)

Depends on level. (110025)

Too hard for primary. (110027)

Too advanced for young children. (110028)

Not for my grade level. (110029) (110514) (110589)

Too much for second, third graders. (110031)

Too complicated. (110032)

If it could be presented on my particular teaching level. (110035)

A little too deep of subject matter for second grade. Might be interested if it was geared down to lower elementary level. (110037)

Not for lower elem. (110039)

Probably too difficult to get that material simplified for young children. (110041)

Possibly as teacher resource. (110044)

Not pertinent to grade elvel. (110046)

Too difficult for my age group. (110048)

Students too young and time would not permit enough discussion for comprehension. (110049)

Not in 3rd grade. (110050)

Depends on suitability for lower elem. (110051)

Too advanced. (110052) (110625) (210007)

If simple enough presentation, I would. Power plant being built in Midland (our town). (110055)

If on grade level. (110057)

Only if it was at grade level. (110059)

Too hard. (110060) (110615) (110643)

I'm not sure the subject could be handled at the second grade level, but if the materials were good--possibly. (110061)

Grade level. (110062)

Sounds like too sophisticated a concept for this age. (110063)

Too advanced for my grade level. (110064)

Not suitable for my level. (110065)

May be too high a level or difficult a concept for my age children. (110068)

Too advanced for my age group. (110069)

Not appropriate for my grade level. (110070)

Too advanced concept for early el. (110072)

Too advanced for grade level. (110074)

Again, if appropriate for grade level. (110075)

Suited to grade level. (110077)

Not for 3rd grade. (110078)

It would probably be way above their heads. (110080)

Ditto! Same as previously mentioned--children have more important things to learn at this age. (110081)

Too old for grade level. (110082)

It must be of simple content. (110083)

May not be appropriate for my grade level. (110086)

Again, presenting such material at grade level would be difficult. (110087)

Please include dangers of....also. (110089)

Probably not--3rd grade. (110090)

I don't care just so readability and content for 1st grade. (110091)

If geared to lower el. (110092)

If it could be geared simple enough for 1st grade. (110095)

Advantages and disadvantages. (110096)

If it could be explained to lower el. (110098)

If you could make it understandable to 1st grade. How about describing efforts to develop nuclear fusion? (110099)

Too hard for first grade. (110100)

The topics on this page are more appropriate for grades 4-12. (110102)

Not appropriate for grade levels in this school. (110103)

Inappropriate to grade level. (110104) (110115)

On first grade level. (110107)

Not suitable for my grade level. (110108) (110109)

If it could be done in a <u>very</u> simple (?) manner for younger students. (110112)

These concepts would not be applicable to my grade level. (110114)

Students not able to understand. Attention spans too short. Interest levels too low. (110116)

Wouldn't be of interest to 1st graders. (110119)

May be too difficult for my second graders. (110123)

Above grade level. (110125) (110591) (110628)

Not applicable to Kdg. (110128)

I would like to see more information before considering using this with my class. (110131)

This would probably not be applicable for second grade. (110137)

Second graders are too young. (110138)

Age level. (110140)

Not applicable. (110143) (110445) (210005)

Not appropriate. (110144) (110401) (210036)

Too old for 1st gr. (110146)

Too difficult. (110148) (110477) (110652) (110653)

I don't know enough about the subject and I feel it would be more useful in upper grades. (110150)

1) safety; 2) technology--in simple terms: Wall charts, filmstrips, student comic books. (110153)

Too advanced for early elementary. (110155)

Too hard. (110157)

I really don't get into this area in third grade. (110159)

Too advanced for 2nd grade. (110162)

If it was geared to grade levels. (110165)

Too difficult a concept for very young children to grasp. (110167)

Subject too difficult for 3rd grade. (110174)

Too old. (110175) (110493)

Films, graphic materials, explanation of effects on environment. (110179)

Something simple to understand for Early Elementary students. (110181)

I would want to enclude any info on the problems of waste materials handling--this would not apply to my grade level. (110182)

Languags children understand & vocabulary they are able to read. Pictures to color w/worksheets. (110184)

If it could be written on a low enough level. The facts are important things to be taught. But both sides of the issue should be present. (110185)

Not really applicable to primary education. (110188)

If it can be brought down to 2nd grade level I would use it. (110189)

If materials were simple enough for 1st grade to understand. (110191)

Depends on difficulty. (110192)

Level too advanced. (110194)

Too advanced. (110195) (110487) (110585)

Too high for grade level I teach. (110198)

Possibly too hard for this age. (110199)

Must be objective. (110200)

Too difficult for lower el. (110295)

Too advanced. (110294)

Not appropriate. (110201)

Depends on grade level for understanding by students. (110203)

It doesn't fit our science program. (110204)

If this could be prepared for lower elementary grades, I would be interested. (110206)

Not necessarily appropriate for lower elementary. (110207)

Don't feel appropriate for first graders. (110208)

Too young. (110209)(110497) (110543) (110565)

Too sophisticated a subject for younger learners. (110212)

Too advanced. (110215) (110505)

Not appropriate for 1st grade. (110216) (110528)

Above my grade level. (110217)

Not sure they could be at 1st grade level. (110220)

Filmstrip or movie. (110222)

I need to know more about it first. (110224)

Too hard. (110227)

Too complicated for 2nd graders. (110229)

Not in first grade. (110231)

Too difficult for 1st grade. (110232) (110494)

Too complex of subject for K-3. (110233)

If it were planned for primary grades. (110234)

Children are too young. This would be good for upper elem. (110237)

Does not apply to grade level. (110240)

No, 1st grade. (110245)

Beyond 2nd grade level. (110247)

Above most 2nd grade interest. (110254)

Not appropriate for gr. level. (110255) (110503) (110566)

Above grade level. (110256) (110465) (110469)

Too involved. (110262)

Above grade level. (110263) (110597)

They would have to be on a lower elem. level. (110264)

Scientific principles, reactor use, handling of waste (storage), risks, What really happened at 3 Mile Island? Future programs, the switch to fusion. (110265)

Depends if it were for K-3 grade level. (110267)

If it showed "both sides" of the nuclear energy issue, and was basic enough for my grade level. (110269)

I have used the atomic comic book for older students. Nice to have one for early elem. students. (110274)

Too deep. (110275)

I don't understand it myself. (110277)

It probably would be too complicated for K-3 students. (110278)

Not in second grade. (110280)

Only if simple on grade level 3. (110283)

Not app. for grade level. (110286)

Above my grade level. (110292)

Too difficult. (110293) (110461) (110517)

Films, Filmstrips, spirit masters, test. (110302)

Too difficult at my grade level. (110304)

Too advanced. (110305)

If primary students could understand any of it. (110308)

Grade levels too low. (110309)

Very elemental explanations. (110310)

No--many areas I can deal with at my level--should be saved for later in school. (110312)

Not appropriate for grade level. (110313) (110537)

Older groups would benefit more. (110320)

Due to grade level. (110321)

Beyond my grade level. (110324)

Too advanced for K-3. (110326)

Because I teach first grade. (110326)

Film/filmstrip & master dittos. (110328)

Only at a very simple level for K, 1-2 grades. (110329)

Not applicable--but then I'm not really sure. (110330)

My students would have a difficult time with material of this nature. (110332)

If on lower elem. level of understanding which I don't know if it is possible. (110333)

Too young of children--age level not appropriate. (110334)

Too vague a concept for K-3 to grasp. (110337)

Too advanced. (110341)

Too sophisticated for lower elementary. (110343)

Above my grade level. (110344)

Would they be appropriate for grade level? (110347)

Too difficult. (110348)

No Nukes! (110349)

Beyond grade level. (110351)

If it could be presented in simple enough language so they could understand it. (110353)

Appropriate for lower el? (110354)

Too difficult for grade level 2. (110356)

Too technical for lower el. (110357)

Too hard for early el. (110362)

On level. (110363)

That's beyond my student's level of understanding but upper elementary teachers would probably use this. (110371)

Only if appropriate to grade level--grade 1. (110372)

May be too sophisticated for 1st grade. (110374)

If applicable to grade 1. (110375)

Too difficult for early elementary. (110376)

It would not be appropriate for my grade level--K-1. (110377)

Too advanced. (110378) (110447) (110519)

Simple explanations, logically explained. (110379)

Simplified filmstrip and literature. (110380)

If it's simple enough. (110385)

Inappropriate for grade level. (110388) (110446) (110572)

If age appropriate. (110391)

Too young. (110394) (110511) (110534)

Not appropriate. (110397)

Too complicated. (110398)

Not appropriate for first grade. 110402)

Depends if third grades could easily understand materials. (110403

First graders might not understand. (110404)

Too complicated a subject for my class. (110412)

Applicable to 1st grade? (110413)

Some other terminology rather than "fission" would have to be used. (110416)

Subject matter too mature for lower elementary. (110417)

Film, booklets--something that can go home! and a kit to experiment with. (110418)

2nd graders not ready for this. (110421)

Not appropriate for second grade level. (110422)

Depending on the level of the material. (110423)

If appropriate for lower elementary use. (110424)

I would be interested--primary students are too young to comprehend. (110425)

We have Big Rock so close. Children would be interested--if--K-3 material? (110427)

This topic is pretty complex and controversial for early elem. use. (110428)

Not at our interest level. (110432)

Probably too complicated for 3rd graders. (110437)

Only a very simple "comic character" type of film strip & cassette or film presentation would be of value at a first grade level. (110438)

If it was on a level they could understand. (110442)

In upper elementary--4th or 5th. (110443)

If the level could be made simple enough and appropriate. (110444)

2nd grade too young. (110448)

Films. (110449)

If it could be made simple enough. (110451)

It would depend on the readability and content. (110454)

Beyond concepts of 8 yr olds. (110455)

At 2nd grade it's highly unlikely! (110458)

Above age group. (110464)

It it is done for my level. (110471)

Might be too hard for student to understand. Interest level is too high for students. (110473)

Possibly, if appropriate. (110479)

Clear explanation of nuclear fission for young children. (110481)

Too deep a subject for the very low grades and early elementary students. (110483)

Geared to lower el. (110484)

May be too difficult to understand. (110491)

If applicable to first grade. (110492)

Material is usually too hard for my third grade group. (110496)

It depends on if it were geared to their level. (110500)

1st gr. (110501)

Possibly, depending once again on level of materials. (110507)

Too hard a concept for special education students to understand. (110510)

It would have to be very elementary for my class to understand. (110516)

For this would be too advanced for 1st & wnd grades. (110518)

My children couldn't relate to these subjects as of yet--no background. (110523)

Make simple enough to understand for early elementary. (110524)

I'd even simplify difficult materials because we have the Fermi reactors here in town and we never get enough info. (110525)

Too advanced for 1st gr. (110529)

Stencil worksheets, some posters, some filmstrips--if they could be on a 1st grade level. (110532)

Subject too involved for my level. (110536)

Providing I had older children, graphic manner of showing how fission works, cost comparison of other methods, safety comparison. (110544)

Too advanced for primary students. (110547)

Filmstrips, comic books, coloring books, (young children need to be made aware that such a thing is possible (esists) and may be part of their future. (110549)

Since nuclear power is a thing of the now and future all children should be exposed to it. (110553)

Too hard a concept for 2nd grade. (110554)

Not appropriate for K-3. (110555)

Too difficult a concept. (110558)

Depends on grade level of material. (110559)

If at my grade level. (110564)

Subject matter would probably be beyond the grasp of my students. (110567)

Not of interest to K-3. Good for high school. (110569)

No for Kindergarten. Yes for upper el. (110571)

Children in my area, too young to understand. (110576)

I would want to see them. (110578)

If it's appropriate for 7 & 8's. (110579)

It would depend--how it was presented--would very young children understand the concepts. (110580)

Too advanced for 6 year olds. (110581)

This is a little too advanced for primary youngsters. (110583)

Compare fission w/ fusion; why is fusion safer? why don't we use fusion more often? (110586)

Filmstrips and an at elementary level. (110587)

Probably not appropriate for my grade level. (110593)

At elementary level. (110594)

Can't see value to K-3 children. If materials can be produced to make sense at that level, I'd use them. (110595)

Too advanced--OK for older students. (110598)

Information would not be relevant to my level of teaching. (110601)

Simple discussion of nuclear power--pros and cons. Movie (?) (110603)

Probably not at 3rd grade. (110604)

Not applicable at primary. (110605)

Too advanced for lower elementary. (110619)

What would you try to communicate to a K-3 child? (110622)

Interest level not appropriate. (110623)

Not related to grade level. (110624)

If graded low enough. (110629)

If appropriate. (110630)

Not at my grade level (Grade One). (110631)

Depends on the material and time required for teaching the subjects. (110638)

Sounds above my level. (110640)

Too difficult for age level. (110642)

Too advanced for young child. (110646)

May be too difficult for early el. (110649)

I'd like to see a movie or filmstrip and some "hands on" material geared to first grade. (110650)

If simply presented. (110651)

If appropriate to grade level. (110654)

Students too young. (110655)

Too sophisticated for K-3. (110657)

It sounds too involved for 1st grade. (110658)

Would not fit into my curriculum--its already packed. (210079)

At first grade level? Could you gear it that low? (210076)

Too advanced for kdg. (210009)

Again I think this would be too complicated for the primary grades. (210063)

Kindergarten. (210118)

Children are too young. (210113)

It would not be appropriate at my grade level (second) where time is at a premium. (210109)

Not at my level. (210106)

Not appropriate unless in film or filmstrip form. (210102)

The topic sounds too complicated to be comprehended by the majority of students. (210099)

Movies, study kit. (210082)

My children are too young, I think. (210074)

Waste disposal problems, community safeguards, past failures/accidents and why these have changed current safety ret.'s. (210073)

Too difficult for grade level. (210071)

As long as it was appropriate to our grade level. (210069)

This topic would be too advanced for 2nd grade. (210068)

It would depend on the ability of first graders to comprehend the material. (210065)

Might be used as enrichment with bright children. (210061)

Cartoon or artists' depiction of process; - advantages & disadvantages fairly portrayed; - current negative public response at least acknowledged and respected. (210053)

I think this would be too difficult a subject for lower elementary to understand. (210050)

Think this idea too advanced for grade level I teach. (210035)

Not applicable for second gr. (210034)

Depends on grade level. (210023)

I teach 2nd grade and I'm not sure this topic is appropriate at this level. (210027)

Above grade level. (210019)

Too complicated for the children to comprehend. (210008)

If materials used would be leveled i.e. K-2, 3-4, 5-6, 7-8 (or some such division). (210006)

Probably not at my level. (210004)

If it was on their level. (210086)

Too complicated for Kdgn. (210044)

Too complicated for 3rd grade. (210011)

Topic level too advanced for Kdg. (210120)

Not on primary level. (210112)

I would have to see it first. If I liked the materials I probably would set up a unit and use the materials. (210101)

It sounds too advanced for lower elementary. (210105)

I don't feel that first graders would benefit from the material but Iwould gladly look it over before I made any decision. (210107)

Not appropriate to grade level. (210097)

Again at my specific grade level if it pertained. (210081)

Not appropriate to grade level. (210059)

Unless it could be adapted to my grade level (3rd gr.). (210108)

Age level of students not compatible w/ subject. (210104)

Not really applicable to 2nd & 3rd graders. (210085)

Would depend on how it was set up for lower el. ed. (210075)

Too advanced for K-2. (210062)

Too deep. (210056)

Very elementary explanation, and unbiased info, please. (210040)

May be more useful for the older child. (210031)

My students are too young. (210018)

Grade level might not find it interesting. (210094)

Unless they were to state the side affects of nuclear fission. I lean more to not using these materials with such a young age group. (210066)

Children too young to grasp the concept. (210115)

Films, worksheets, demonstration kits, teaching guides. (210048)

If explained for young children. (210039)

Students too young. (210026)

Probably too difficult for lower primary. (210103)

Too advanced for grade level. (210091)

It might be too complicated for my grade level. (210057)

If I knew anything about it and it was on my grade level. (110602)

Better for older grades. (110603)

Children would be interested in nuclear energy. (110605)

Not appropriate for age level. (110607)

If appropriate for lower elem. (110610)

If this could be explained in simple easy to understand terms. (110613)

Again--these materials may be too difficult for the lower grades. (110614)

Would probably be too advanced for my grade level. (110618)

Not appropriate to lower el. (110620)

Limited degree of use at my grade level. (110622)

The topic is inappropriate for my grade level. (110623)

I would use these materials but only as part of a science unit. (110624)

Too advanced for my grade level. (110625)

I don't believe my class would be interested or only a few would be interested and time is limited. (110626)

Too hard for primary students. (110627)

A very low level discussion of nuclear fission. Comic books? (110629)

Grade level appropriateness. (110631)

Not my level. (110632)

K-3? (110633)

Too difficult a concept. (110634)

Above grade level. (110635)

Not appropriate at our level. (110636)

Not related to our curriculum. (110638)

Subject matter to deep for most students. (110639)

Only if it were geared low enough. (110641)

I have 3rd graders. It would have to be pretty basic. (110642)

Yes, as long as they are prepared for eight year olds also. (On their readability level.). (110643)

Not appropriate for early elem. (110644)

Does not apply to 1st grade. (110646)

Have to see materials first. Believe the concept might be too high level for lower elementary. (110648)

Not relevant. (110652)

Would have to see level of materials. (110653)

If it was on a low enough level. (110655)

Not appropriate to age. (110656)

Possibly, if in elementary terms. (110657)

First grade? (110659)

If appropriate to 3rd grade. (110661)

Not suitable for early elementary students. (110664)

Not appropriate for my age group. (110665)

Your beyond their comprehension on this topic. (110666)

If "comic book" format. (110667)

I believe that there are other safer and cheaper (in the long run) ways to produce electric energy such as the wind and sun!! (Also--incinerators that burn a city's garbage to produce heat to produce steam to turn turbines... you get the idea!) How about nuclear fusion? It needs developing? No radioactive wastes. (110668)

Would it be on a 3rd gr. level? (110669)

Hard to do at lower elem. (110670)

Too advanced. (110673)

Resource person must be included. (110674)

Again, if very simple. (110675)

Too high level material. (210126)

If on lower level. (210128)

Simple explanations and diagrams, coloring books. (210124)

Written on level K-3 could understand. (210133)

Too difficult. (210134)

Subject matter not appropriate for grade level. (210142)

I'm sure the upper school would. (210143)

Simple explanations and lots of pictures. (210146)

It would be too abstract for a second grade level. (210147)

Appendix, C-12: Responses received from elementary teachers to the question "If Consumers Power Company were to prepare and distribute educational materials explaining the ecological factors involved in the "acid rain" problem, or other environmental problems, would you consider using these materials with your class(es)? What would YOU like to see included in these educational materials? (OR Why would you not use these materials?)"

Not in lower elem. grades. Would use it in upper grades. (110003)

For middle grades--perhaps illustrations would demonstrate the effects more vividly. (110004)

Within scope of this age group. (110008)

Show pictures before and after. E.g. show an area before there was litter then after there is litter. (110010)

Grade level. (110014)

Would not understand. (110015)

Would supplement my social studies program. (110017)

If you could gear it to my class level. (110018)

Films, posters, worksheets, kits for demonstration. (110019)

(Guess I should read the full question.) We do a unit on pet care and talk about environmental factors on wild animals as well as domestic ones. (110023)

This is too advanced for first graders. (110024)

Depends on level. (110025)

Again--simple explanation for grade one students. (110026)

If the material was easily understood, low level readability and suitable illustrations. (110028)

Depending on how presented to grade level. (110029)

Lower elementary level?

Too complicated. (110032)

Young children can better understand ecological factors than use of nuclear fission. (110035)

Probably not. This is not a high level of interest in second grade. (110037)

Not for lower elem. (110039)

If appropriate. We have discussed this problem a little in class. (110041)

Possibly as teacher resource. (110044)

Too difficult for my age group. (110048)

Students too young and time would not permit enough discussion for comprehension. (110049)

Environmental problems directly effect even 3rd graders and they should start to gain an awareness of what faces them in the future. (110050)

Too advanced. (110052) (110519) (110548)

1st graders. (110053)

Simplicity. (110055)

If on grade level. (110057)

If it was explained simply enough for 3rd graders. (110059)

Too hard. (110060)

Grade level. (110062) (110465)

Important enough and probably simple enough to understand. (110063)

I don't know enough myself on this subject to know whether it would be appropriate for lower elementary children. (110064)

Not suitable for my level. (110065)

May be too high a level or difficult a concept for my age children. (110068)

Depend on how appropriate it was for my age group. (110069)

Again, if appropriate for grade level. (110075)

If it wasn't too difficult understanding for 3rd grades. (110078)

Would have to preview the material and see if it were appropriate for this level. (110080)

Simple terminology, beautiful photography. (110081)

Too old for grade level. (110082)

May not be appropriate for my grade level. (110086)

Please include dangers of...also. (110089)

Ecology covered in our science books. (110090)

Maybe again depends on the simplicity of the material. (110095)

If it could be explained to lower el. (110098)

Probably couldn't pitch this to early elem. (110099)

Too hard for first grade. (110100)

The topics on this page are more appropriate for grades 4-12. (110102)

Not appropriate for grade levels in this school. (110103)

On first grade level. (110107)

Only if done simply in easily understood terms and large pictured material. Would want to preview it first. (110112)

If this concept was clearly and simply explained and pertinent to grade three, I would use the materials. (110114)

Not appropriate to grade level. (110115)

Students not able to understand. Attention spans too short. Interest levels too low. (110116)

Wouldn't be of interest to 1st graders. (110119)

If it were geared to a K-2 interest level. (110122)

I think this can be explained on 2nd grade level. (110123)

Above grade level. (110125)

Films, filmstrips, media kit. (110127)

Not applicable to Kdg. (110128)

Coloring books. (110136)

Film strips. (110137)

Second graders are too young. (110138) (110443)

Age level. (110140)

Not applicable. (110143)

Not appropriate. (110144) (110446)

If they were easy enough for 1st gr. to understand. (110146)

Too difficult. (110148)

Courses, remedies, results: wall charts, filmstrips, comic book style student books. (110153)

Too advanced for early elementary. (110155)

Too hard. (110157)

Ideas for displays, activities other than paper/pencil. (110161)

Simple explanations of environmental problems at a level for a young child. (110167)

If it was simple enough. (110174)

If on grade level. (110175)

Just have it appropriate for grade level. (110179)

Again, simple films or filmstrips to help in Early El. classrooms. (110181)

This would be difficult to teach at my level. It is important for higher grades, however. (110185)

If it can be brought down to 2nd grade level I would use it. (110189)

If materials were simple enough for 1st grade to understand. (110191)

However--again depends on difficulty (would be great if at this grade level!) lower el. (110192)

Level too advanced. (110194)

Too advanced. (110195)

If done for K-3. (110198)

If objective, not political. (110200)

Problems Michigan faces. (110201)

If it is geared for our grade level. (110203)

Maybe if material was suitable for second grade. (110204)

Again, this topic is a bit deep, but if prepared for our level, yes. (110206)

Not necessarily appropriate for lower elementary. (110207)

Simple, pictorial filmstrip, worksheets. (110209)

Any ways of protecting environment. (110215)

If you could put the material together so a third grader could understand it. (110217)

Pictures or films. (110220)

Filmstrip or movie, a handout to reinforce. (110222)

Filmstrip as an explanation of causes and a beginning of discussions as to solutions, problems involved; posters, worksheets. (110224)

Film, filmstrips. (110225)

1. all material pertaining to one grade level--(2nd grade), 2. Enough material (if in booklet form) for 33 children. (110226)

Filmstrips. (110229)

If it could be adjusted to 1st grade level of understanding. (110232)

Would depend on the difficulty of the material presented. (110233)

Films and pamphlets. (110240)

Beyond 2nd grade level. (110247)

Development of problem and how to solve it. (110254)

Above grade level. (110256) (110263)

Too involved. (110262)

They would have to be on a lower elem. level. (110264)

Effects on flora, fauna, causes, cures. (110265)

Application appropriate to 3rd grade. (110266)

If it were written at a K-3 grade level. (110267)

Depends on whether it fits grade level. (110269)

Depending on grade level appeal. (110272)

Films and pamphlets in quantity charts for wall. (110274)

We do many science projects of which this would be feneficial. (110275)

I don't understand it myself. (110277)

If simply prepared. (110278)

Not in second grade. (110280)

If simple on grade 3 level. (110283)

Not app. for grade level. (110286)

It would need to be really simple. (110292)

Films, comics, color books, movies. (110293)

If on early el. level. (110294)

Just make sure it is age level appropriate. (110298)

Films, filmstrips, spirit masters, test. (110302)

It would have to be explained in simple terms. (110305)

If primary (early el.) students could grasp any of the concepts presented. (110308)

Another viewpoint not available. (110309)

Topic is too advanced. (110310)

Very basic what it is, what causes it, and what the children can do to help the problem. 1. resource person best, 2. a demonstration, 3. if not, a field trip, then 4. film (movie). (110312)

Not for grade I teach, unless it was simplified. (110319)

More for older children. (110320)

Due to grade level. (110321)

If made at my grade level. (110324)

If you could get the material down to K-3 level. (110326)

If applicable to my grade level. (110327)

Same--film/strip--simply state--results/acid rain, master--how can we help materials. (110328)

Possibly. (110330)

My students would have a difficult time with material of this nature. (110332)

If they were understandable to the 6, 7, 8 year old. (110333)

Age level not appropriate. (110334)

If suitable for K-3. (110337)

If it were written for young children. (110341)

If geared to lower elementary. (110343)

Above my grade level. (110344)

Appropriate for lower el? (110354)

If not too technical! (110357)

If on a simple enough level. What can a K-3 child do to help? (110358)

Maybe, if elementary enough. (110361)

On level. (110363)

Very basic concepts dealing with ecology. (110365)

Depends on the level of understanding of both class & materials. (110371)

Only if appropriate to grade level--grade 1. (110373)

Teacher ref. materials, media kits, films. (110374)

If applicable to grade 1. (110375)

If it was simple enough. (110376)

If it could be made appropriately to the K-2 grade level. (110377)

Too advanced. (110378)

Simple explanations, logically explained. (110379)

Simplified filmstrip and literature. (110380)

If it's simple enough. (110385)

Keep the explanation simple and appropriate for grade level. (110388)

Materials might be adaptable. (110397)

Too complicated. (110397)

For soc. stud. & science. (110400)

How young children can get involved (or are already involved) in energy conservation. (110500)

Depends on how presented. (110401)

Not appropriate for first grade. (110402)

Depends if third grades could easily understand materials. (110403)

Master dittos. (110404)

I've found this a topic I value and 2nd graders can begin awareness. (110407)

Suggestions for solutions that children and/or parents can use. (110410)

If applicable to 1st grade. (110413)

Media kit. (110414)

Depending in what terminology it would be presented. (110416)

Depends on the materials offered. (110417)

Anything that they could understand and something that could go home! Kits, films, booklet. (110418)

Yes, show what is happening to our world and the things in it. (110421)

I'm not sure. (110423)

Good science proj if in our level. (110427)

Charts, f/sp. (110428)

We could use this material if it was reduced to very simple terms. (110432)

If it could be explained at a very elementary level. (110435)

Literature, films. (110437)

A story form film or media kit that would show how this acid rain is produced. (110438)

Graphic pictorial charts--with simple explanations for teacher. (110442)

In upper elementary--4th & 5th. (110443)

Not applicable to my grade level. (110445)

Films, filmstrips. (110449)

I think this would be very relevant and important information to transmit. (110450)

I feel we should be more aware of the results of production and use of nuclear energy. (110451)

It would depend on the readability and content. (110454)

Could this be prepared on vocabulary and understanding level of 8 yr old? (110455)

Can this be related to this age level? (110457)

Too difficult. (110461)

Above my age group. (110464)

Very elementary level needed. (110466)

If terms and illustrations simple. (We do a primary unit on wildlife and environment.) (110468)

Depends on the complexity of the presentation. (110471)

Might be too hard for students to understand. Interest level is too high for students. (110473)

May be too difficult for my grade level. (110477)

Explaining both sides of the story, why acid rain occurs, are there conflicting values that cause some problems--ex. we need more electricity but is nuclear power the answer or does it cause more problems. (110481)

Too deep a subject for the very low grades and early elementary students. (110483)

Not specifically "acid rain" but all eco problems. (110484)

On lakes - rivers. (110487)

Fear they are too young. (110489)

If applicable to first grade! (110492)

Too old for my students. (110493)

Very important. (110494)

Children too young to understand. (110497)

This material is usually too hard for my group to understand. (110496)

Not sure, 1st gr. (110501)

If simple enough. (110505)

I feel this could be "broken" down to a simplified version. (110507)

Too advanced for K--. (110508)

Too hard a concept for special education students to understand. (110510)

Depending on level. (110512)

Not at this grade level. (110514)

Something <u>simple</u> that eight-year-old children could understand. (110516)

If on lower elementary level. (110521)

If easy enough. (110522)

Yes--if understandable and clear. (110524)

If simplified enough. (110525)

Hopefully, grade level. (110527)

Too advanced for 1st grade. (110529)

Stencil worksheets, some posters, some filmstrips. (110532)

Not appropriate level. (110537)

Simple "picture stories." (110543)

Pictorial displays--cartoon form to show when-why. (110544)

If materials were prepared for my grade level. (110547)

I've talked about this in the past and have found the kids to be very receptive to reasoning through solutions to the problem. (110553)

Too hard a concept for 2nd grade. (110554)

Depends on the depth of the literature and is it appropriate for K-3. (110555)

Children could handle the concept of environmental problems. (110558)

Does not pertain to lessons. (110559)

Reference material, visual aids, video materials, bulletin board materials. (110561)

Important for all grades. (110564)

Students too young. (110565)

Explanation of problems (cause & effect) solutions being attempted. (110567)

Depend on objectivity. (110568)

K-3 could understand this basic problem. (110569)

Simple illustrations and written materials. (110570)

Not appropriate for grade level. (110572)

Maybe, if material appropriate for grade level. (110576)

I would want to see them first. (110578)

I think even very young children can grasp this concept. (110579)

If the materials were geared to a six year old's level of understanding. (110581)

This may scare of provide some alarm in "small children" -- they lack ability to reason fully enough for this. (110583)

What can be done to prevent acid rain, what factors will be hurt by pollution, what is the affect on Canada economically/politically, what remedies can be instituted to alleviate each problem--lead children to discover their own remedies. (110586)

3rd level. (110589)

If at primary level. (110591)

Can't see values to K-3 children--if materials can be produced to make sense at that level, I'd use them. (110595)

If the materials are prepared by grade levels. (110596)

If they could be developed at a preschool level of comprehension. (110597)

Clear presentation using film or filmstrip--simple explanations. (110598)

If geared to 3rd grade. (110599)

Information would not be relevant to my level of teaching. (110601)

Simple illustrations--comic book approach. (110603)

Possibly if appropriate for 3rd grade. (110604)

Not applicable at primary. (110605)

Values for caring for environment. Practical applications for one person. (110615)

1st graders love facts but they must be simple so they can see the solutions to the problems. (110616)

If at grade level. (110617)

What affects acid rain has in the total ecology picture. How it is detected and solutions that are appropriate. (110619)

What would <u>you</u> try to communicate to a K-3 child? (110622)

Interest level not appropriate. (110623)

Too involved. (110625)

Above grade level I teach. (110628)

Lower grade materials (K-2). (110629)

Not at my Grade One level. (110631)

Depends on the material and time required for teaching the subjects. (110638)

Sounds above my level. (110640)

Coloring books, they understand pollution. (110643)

Movies, resource person, materials for the children. (110646)

Dealing with pollution and the affect on animals. (110647)

I'd like to see a movie or filmstrip and some "hands on" material geared to first grade. (110650)

If simply presented. (110651)

Too difficult. (110652)

Demonstration materials. (110653)

If appropriate to grade level. (110654)

Simple terms and simple presentation of facts to develop awareness in children. (110655)

If very primary. (110656)

Illustrations of the environment before and after acid rain occurs in the same region, as well as a simple description of acid rain. (110657)

Depends on level of material. (110658)

Would not fit into my curriculum--its already packed. (210079)

Environment is something we can understand. (210076)

Too advanced for Kdg. (210009)

I would like to see charts, pictures, of what happens. (210063)

Children are too young. (210113)

It would not be appropriate at my grade level (second) where time is at a premium. (210109)

Not at my level. (210106)

I believe they need to be aware of this problem--film, filmstrips, activity sheets. (210102)

If it would include such basic things as simple pollution and keeping their neighborhood clean--yes, but nothing more complicated. (210099)

Would apply to science curriculum. (210082)

My children are too young, I think. (210074)

I'd like to see some interest in commercial sulphuric acid production as possible by-product of air cleaning devices for industry. (210073)

Other environmental problems maybe, as I do discuss pollution. (210071)

This topic would be too advanced for 2nd grade. (210068)

Simple cartoon representation of the process; reasonably hopeful approach to chance of solving. "What can a child do?" (210053)

Environmental problems should be dealt with at all levels, it is best to begin early. (210046)

I think my students would understand this type of topic better. (210045)

It would have to be appropriate for second gr. (210034)

If available at my grade level. (210023)

Above grade level. (210019)

Grade level. (210016)

Depends on materials offered. (210015)

Very simplified--charts & posters, teachers guide, audio-visual material (210008)

Too advanced unless you can scale it down to primary understanding. (210007)

Film, filmstrips, hands on papers or activity book. (210006)

Weather effects on our environment. Slides depicting polluted vs unpolluted areas. Urban vs rural. (210004)

On a simplified level. (210044)

Information booklets, posters, dittoes. (210011)

Topic level too advanced for Kdg. (210120)

This would be relevant to a second grader. (210112)

I would have to see it first. If I liked the materials I probably would set up a unit and use the materials. (210101)

It sounds too advanced for lower elementary. (210105)

Again if they could comprehend material. (210100)

Not appropriate to grade level. (210097)

Again--at my specific grade level if it pertained. (210081)

Only if geared to grade level. (210059)

Not applicable. (210005)

Age level of students not compatible w/ subject. (210104)

Media kits, literature. (210089)

Lower elementary level. (210040)

Definitely if it were on a low enough level. (210031)

My students are too young. (210018)

Films, worksheets, demonstration kits, teachers guides. (210048)

If grade 2 could understand the material. (210043)

Grade level. (210030)

Could you get it down to second grade level? (210119)

On 2nd grade level it might be too hard. (210057)

Depends on the reading level & the approach to the problem. (210022)

I would like to see some films or materials I have received so far. (110602)

If it could be geared down to 1st grade level. (110603)

Children in my grade would be interested. (110605)

Possibly only to increase awareness but not to actually sutdy the details of such problems. (110607)

This might be useful to third graders but would have to see the material first before I decide if it is useful. (110613)

A very simple explanation of the environment. (110614)

Would probably be too advanced for my grade elvel. (110618)

Explanation of why problem is a concern now with suggestions for how children can help. (110620)

Slide or filmstrip view of effects, discussion topics. (110622)

The topic is inappropriate for my grade level. (110623)

I would use these materials only if the materials were simply written and as part of a unit. (110624)

Too advanced. (110625)

If directed at the grade level for which I teach same materialy a[illegible] question 12. (110626)

On level of primary level students. (110627)

Maybe, if materials were developed for young children on the topic of pollution-air-water. (110628)

Applicable to 3rd graders. (110630)

Not at my level. (110632)

K-3? (110633)

Demonstration kits. (110634)

Not related to our current curriculum. (110638)

We live in small community. ?level. (110641)

I have 3rd graders. It would have to be pretty basic. (110642)

Yes, as long as they are prepared for eight year olds also. (On their readability level.) (110643)

Not for early elem. (110644)

Does not seem useful for 1st grade. (110646)

Very basics environmental problems. (110649)

Not relevant. (110652)

We do a great deal with environmental factors on ecological systems. (110653)

If you could relate to 6yr olds. (110654)

I wouldn't use them because they would be well above 1st graders abilities. (110662)

If appropriate to grade level. (110663)

Not suitable for early elementary students. (110664)

If terminology fit lower elem. (110667)

I feel that environmental problems and cures should be taught to children at a very young age. I do an environmental unit each spring with my second graders. (110668)

Would it be on a 3rd gr. level? (110669)

If at my grade level. (110670)

Too advanced. (110673)

Simple explanations and lots of pictures or charts. (210146)

Subject matter not appropriate for grade level. (210142)

Coloring books, films/filmstrips. (210137)

Too difficult. (210134)

Future implications, simple explanations, comic books. (210124)

I might use these materials--depending on the difficulty factors. (210129)

Too high level material. (210126)

Appendix C-13: Responses received from elementary teachers to the question "Use this space for any additional suggestions YOU may have to help Consumers Power Company improve the educational materials offered to schools and teachers. (Use additional sheets of paper if necessary.)"

Keep up the good materials you already have. (110003)

Perhaps a sample kit of some materials could be available for perusal. (110004)

Keep up this valuable service. (110006)

I think this is an excellent idea. I welcome any free materials geared for my teaching level. Much success to you in this project! (110010)

Can you put out more materials for lower elementary? (110011)

I've been using Consumers films and materials for 14 years; very good material. (110014)

Animation is usually an attention getter for this age group--or animals. (110018)

Expand media kits to higher grade levels--3-4 or middle school. I really like the "ZAP" and "A Powerful Friend"--but needs to be a bit more challenging for older kids. (110020)

The materials I have received and used from Consumers have been great. I'm very satisfied. (110024)

Safety careers. (110026)

I have been satisfied with the materials I have used. (110028)

Most of the materials are for upper grades, could we get more materials for the lower grades? Ordering has not always been dependable--confirmed materials (films) arrive late or not at all (or other titles substituted.) (110031)

Beginning electrical units. (110034)

Could the films and filmstrip be picked up on a given date from a particular area whether than sent back individually? I would appreciate more materials of lower level. (110035)

A lot of material is way over the students heads. I would have to make sure it was something they could grasp. (110040)

Have someone check reading level of materials. Many times we receive worksheets, etc. that are too difficult. (110041)

You got to be kidding!

More information on contents of films. (110053)

Info on other alternate energy sources--solar, thermal, etc. (110055)

I've used some of your filmstrips & found them too long for grade 2. Perhaps re-evaluate your input. (110056)

Any areas would be great as long as they are on grade level. (110057)

Thank you for your help & concern. It's hard for teachers to know "everything" in this time. (110063)

I have no suggestions, but your 1982-83 catalog looks like it would be extremely helpful to the high school level. (110064)

Have materials geared at various grade levels. (110083)

Please try to make the materials appropriate for young minds. (110089)

Allow enough time when a kit is sent to a classroom so the children can go over the material twice. (110090)

All would have to be on a second grade level--I easy work them in unit of science or whatever. Thank you for your interest in education. (110097)

I wish large coprorations such as yours would structure an educational careers program aimed at high school students, explaining all phases of employment from within their respective corporation. Not just job openings presently available--but explaining each and every field--custodian, groundskeeper, secretarial, truck driver, technical fields,.....on to executive positions. Categorize them and explain the desired educational preparation which could lead to a particular field. If several companies would do this it could broaden career choices for students. They could better select the types of courses to take in high school; it could give them more definite goals for future occupations; and could provide more qualified employees for companies.

Many high schools (including ours) no longer can afford high school counselors and students need help long before they are seniors or college freshman in thinking about their futures.

There are career awareness programs, but any I have seen are of the 'dream' kind--like what would you like to be or do when you grow up? If companies choose to include this in their educational program - I believe it would need to be done individually by each company in order to really know the uniqueness of their company. If it was to be guided by an association, etc., it could become too general and would lead back to the type of career programs now being administered.

If a student understands his choices - the map to follow - and where to search for his career choices it would be possible for more satisfied employers and employees. Thank you for listening! (110098)

The topics on this page are more appropriate for grades 4-12. (110102)

Any tours for elementary students would be of great benefit. Often tours are given to an age level when students are turned off to learning. (110104)

Perhaps interested teachers or each school could have a sample of all the materials available for elementary students or classes, before making requests--thus really using the materials instead of ordering blindly--young children like to color! (110112)

I have enjoyed the films that I have ordered through your catalog. (110119)

Speakers geared to lower, ele (K-3) w. or w/o films. (110122)

It would be helpful if company had a display for our school district to see all materials and have a of filmstrips, etc. (110123)

You have mentioned nuclear energy, but left out wind, solar and water energy. Is there a reason? Why not broaden their knowledge in all possible areas. (110131)

Kdg. children like colorful books or books to color. (110136)

It is very hard to stay "current." Field reps at a staff meeting or inservice with display would give us a better handle on things. You coming to us is a real <u>boon</u> for teachers who are very over-extended or perhaps unaware and would participate if led into it. Time is a very important matter and teachers tend to go with "what's available" <u>right</u> now. Thanks. (110140)

I'm very pleased with what I have used in the past. (110143)

I think your materials are very worthwhile and would like to see them continued. (110145)

I really enjoyed using the energy Zap comic books and Pigopolis materials and movies you put out. (110146)

I would just like to say I think the materials are a marvelous aid to teaching. I really appreciate being able to utilize them. (110155)

Would like info and way to get your film or kits in the spring. (110158)

At this time I can't think of any. (110159)

First grade teachers need simple, pictorial, easy to grasp concepts. (110163)

For very young children to take advantage of any free materials they should be colorfully prepared, easily understood and teach simple concepts. (110167)

Design factors should include early elementary. Some materials are excellent. (110169)

I'd like to see more conservation programs for the lower elementary. (110175)

Make all materials easy for teachers to use with brief skimming or quick reviewing all that is necessary in order to use with the class. Todays curriculum is so large that many teachers find it difficult to add anything more unless they can infuse it with curriculum objectives already being covered and be able to do it with a minimum of extra preparation time. (110081)

In view of our current economic crises in schools, I think it's great that Consumer's Power is willing to help keep our young people interested and informed. (110184)

I think you need to get the availability of your materials to all teachers at the beginning of each year if no more than a note in our school mailbox telling where source books are available in each building. (110185)

I have my own copies of A Powerful Friend and From "A" to Zap kits. If I have my own materials in my room, I sue them more often.

I'd like to see the teachers given an opportunity to see and discuss materials with a representative from Consumers Power Company. (110191)

Just exactly what is important to our country's future and exactly why and how students should and can help. (This should include all locales.) (110192)

I appreciate your free materials. Great P.R. & greatly appreciated! (110198)

I am not interested in propaganda or materials of a political or non-objective nature. Ordering materials must be simple and clear. We have too much paperwork already. (110200)

A look into the future. Ideas to be explored for use in the next century. (110204)

I think there are possibly many materials already available that I am unaware of. (110206)

Think of little people--one who can't yet read, but still could understand some of these basic concepts--materials they could use. Color, cut & paste activities are good. Put together things--puzzles? matching games? board games (simple), (after the form of Monopoly). (110215)

Keep plugging, we do need resource programs to draw upon. (110220)

Unfortunately, not too much of Consumer's material are geared for K-2 children. (110221)

The children seem to enjoy the units that are presented by a character that they can recognize, look up to, laugh with, or identify easily. (110224)

Revise and provide materials on energy conservation and safety with electricity, and natural gas. Materials on how electricity and natural gas get to homes would be helpful, too. (110230)

Thank you for your concern for, and deciation to, the importance of education--especially as it touches on current issues and problems. It is difficult for a teacher to find appropriate materials concerning issues outside the traditional curriculum. (110232)

At my grade level we are studying alternative energy source, energy used for commerce, recreation, transportation, heating, cooling. (110238)

More materials for lower elem. (110247)

13-16 not appropriate for my levels. (110253)

More items for lower grades, if possible. (110255)

You are doint just fine. (110256)

I am always interested in getting materials that make learning more meaningful to my students. Young children in first grade need materials to be simple, colorful & interesting. If you have such materials I would be happy to receive the. (110260)

Uses of computers, jobs for the future, operation of computers, the exodus to the south (jobs or more unemployment). (110265)

I appreciate the readability and high quality--I send these materials home with confidence. (110266)

Again, I'd like to see more developed for the lower elementary grades. (110268)

Simple drawings or film to explain manufacture of electricity and the source and transportation of natural gas. (110274)

Using electricity safely and wisely at a small child's level. (110277)

Many good materials need more for younger child--geared for young. (110281)

Have an easier pick up service than always having to run downtown to Consumer's Power to pick up films, etc. (110302)

Re. 13-16--It would depend on the difficulty of these materials. (110303)

I've enjoyed your "Zap" kit, safety posters and energy conservation sheets. (110308)

Just answering this has "jogged my memory" that your materials are available! Possibly stressing 1 area a year and scheduling a resource person to present the material to interested classrooms. Don't use just "education coordinator for C.P. to be guest speakers but pass the assignment around to all levels of employees--secretaries, engineers, linemen, etc. Good when discussing careers in classroom too! (110312)

I haven't seen too much that was geared for primary children. (110314)

I can't improve on an already good thing! I'm delighted with the assortment of materials and use as many as I can work into my busy day. Thanks for your helps! (110320)

In the past I have used your materials with 5th graders and found them great and helpful. (110321)

We are interested in software for computers work along this line because children are so interested in this. (110325)

Third graders love cartoon film/filmstrip presentations. Also like coloring books stressing concepts in film. Making posters for school. (110328)

The use of educational materials described in numbers 12 through 16 would depend largely on grade level, as well as the difficulty in presentation and understanding for primary level children. (110335)

K-3 usually do a lot with nature related studies of one kind or another--more in this area would be great. (110337)

I think it's great. We need more companies taking interest in school. Why not have a group of actors to demonstrate and pantomine a play on electricity--a magician. Fun and would always be remembered by children! (110340)

Keep up the good work! (110344)

Prepare sequential age/grade level materials. Don't "lump" K-3, etc. as 3rd graders needs differ from K-aged students. (110347)

I would like to see more material appropriate for K-3 level. I have used some of the material and geared it down to fit my class--but would like more activity sheets for them. (110353)

Please print some material that is appropriate and at grade level for grades K-3. (110354)

I feel many of the Consumers Power programs are very good, but I can see that for each subject you need to prepare materials geared for the respective levels. (110357)

I would like someone from the company to send me some new materials for this year. Also we would be interested in an all school program. (110362)

Numbers 12-16 would have to be appropriate for grade level (3). (110369)

Keep up "Ee Yi Ee Yi Oh"--film & books; "Zap" film & books. We need more things like this! (110370)

Cardboard puppets to punch out or (patterns) to let them "go home" with ideas and suggestions would be great. Thanks for all you've already done. (110371)

Have recently changed assignments from Grade 6 to Grade 1. Did use energy info/conservation materials most successfully at Grade 6. (110375)

You're doing a great job! (110378)

Explain billing procedures to prospective customers (high school students). Explain how every student can help--no matter how young--(closing doors, shut off lights, etc.) (110379)

Always scale ideas down for primary students. They are very interested and love to explore even very technical areas. Often the teacher needs an expert's help in presenting such. (110380)

I feel there is a good chance that our upper elem. students would make use of some if not all of the above listed educational materials. (110381)

If it's not commercially oriented. (110385)

Keep up the nice job! (110403)

Thanks for your services! (110407)

I am pleased with the materials I have already used and am always ready to try new ideas! (110410)

I wish each teacher could have a copy of the catalog. It tends to get to only 1 teacher on a grade level or sharing-team, with all the materials we handle. (110413)

Ionly wish I could have my own catalog--for someone else always has it and I don't get much chance to use it. (110418)

I am very pleased with the materials that I have used from Consumers Power. (110421)

Ditto masters are best--as we can make as many as we need--class sizes vary greatly. A <u>good</u> speaker--with slides or movies who runs an elementary level program is appreciated. (110427)

Traveling speakers--showmen--or lay teachers to give assemblies, shows directly to students (instead of teacher prep) would be useful in early el. Would also employ out of work actors and teachers. (110428)

K-3 teachers need energy & environmental materials that present topics at a simple level and contain high-interest materials. Visual & audio-visual materials are a necessity. (110432)

14-16 possible at a 3rd grade level? (110433)

I would like to see a booklet or filmstrip about Michigan for lower elementary. (110435)

I've found them to be very beneficial. (110437)

For the younger children I like the coloring books--films--filmstrips. (110449)

When putting out a catalog of materials I would suggest illustrating some of the materials to catch the "eye" of the teacher. Teachers receive an abundance of catalogs. (110450)

I'd like to see over-consumption stressed. We are so used to consuming with no thought of the future; I think we need to turn this around in the next generation. (110451)

Practical safety measures for children of the inner city are desirable. (110456)

More material that can be used at lower elementary levels. (110461)

Appreciate the efforts. (110465)

Safety with electricity; Safety with bikes; Safety with strangers; Anything with elementary conservation. (110466)

In grades 1-3, activity sheets to accompany filmstrips or filsm are very useful. (110468)

Keep it up! (110469)

Make sure that it appeals to early primary grades (k & 1st) or I won't use it. (110477)

Make them as easy to use as possible, not a whole lot of "background" material for the teacher to read. Make them simple enough for almost every child at that grade level to understand most of what is presented. (110479)

Make material bright, attractive, easily understandable to young children. They can understand hard concepts if presentedin the right way. Keep up the good work. I enjoy using your material. (110481)

Am satisfied with what you have to offer. (110483)

Your service is appreciated by those who use it. However, this would not be the place to try and sell your product to the consumer. (110484)

We use most of the safety posters and all of the cartoon safety pictures year after year by making tracings and coloring them. Also we use the 16mm films. (110485)

All materials of this type add enrichment to <u>any</u> classroom! (110492)

Make materials <u>easy</u> but interesting for children to understand in lower grades. (110496)

Offer more materials for K-3. (110497)

When a catalog is sent to a school, enclose enough handouts for the teachers in the building, with a note for the secretary to distribute them. The handout could simply be a one-page sheet informing the teachers that a catalog is now in the building. (110501)

For lower elementary activities the children can participate in are very essential. (110502)

Keep up the good work! Thank you. (110506)

I have used your films and resource materials in the past. They are age appropriate, colorful, well done. (110508)

Need materials for special education (slow learners). (110510)

Anything developed on kindergarten level of understanding will be very beneficial. (110512)

Thank you! Materials well used by staff and students. (110514)

I have no suggestions I would just like to say that Detroit Edison is doing a fantastic job in the education field. (110516)

I like your kite flying lesson (electric wires). How small children can help to save energy. (110518)

Appreciate request for input and really appreciate material. (110519)

I think your service is very helpful. Keep up the good work! (110521)

Cost factor for consumers. (110522)

My experience has been that the films are <u>old</u> and need to be brought up to date. Some are torn, cracked, blurry, etc. Much is a waste of money unless brought down to level of a child's understanding. (110524)

Can't afford film postages for returning films. In all years I've taught just received info about what you offer; need more advertising. (110525)

"Hands On" items are always most interesting to children. (110540)

I teach 1st-2nd--most of these ideas are too sophisticated for 6-7 year olds. (110542)

It would be helpful to do some workshops with the teachers so they could ask questions about the material that they are going to use. (110546)

Puppet shows are very popular with elementary students. Science demonstrations in an assembly of students. 16mm films of about 30 to 45 min. for elem. students about energy, etc. (High interest type.) Adventures with kids in the film. (Lassie type films) or cartoon. (110549)

We like your materials--and are grateful to supplement our programs. For lower grades we'd like less congestion in comics (booklets) and less prose. (110552)

I wish that they would put on more local inservices. (110555)

Even though I'm an early elemem. teacher, I am building chairwoman and plan programs for entire K-6 areas in the past and have enjoyed the material. (110564)

I have the A to Zap unit. It is good but it moves very fast for my first graders to see. (110566)

#12-16--Only 2 seem appropriate for this level. I would not want to be promulgating a particular political viewpoint. It would have to be objective, informative, educationally defensible and not propaganda. (110574)

The info needs to be quite basic for Grade 2 pupils. (110575)

Computer usage has become widespread. Tapes & programs that teach using this avenue would be most welcome in our school system. (110579)

Children are always interested in equipment used, people's jobs--what an employee does all day. Need to know people are family people and what they do to help life improve. Workers from area should make career visit to children in schools to share their job and experience. (110583)

See the effects of national politics and how it can hamper a quicker solution to he problem of pollution. (110586)

Would like to see more career opportunities geared at elementary levels. (110587)

The above responses are related to the age I teach. (110588)

Thank you for caring enough to question and make materials available--I spend hundreds a year to provide extras for my students and appreciate the availability of free educational tools. I sure wish you could provide a teaching job for the next five years!! (110595)

Consult teachers in planning and pre-evaluation of materials. Otherwise--I feel most of your activities will be a "tax write-off" and nothing more. If materials are not interesting to students at a given level--they are thrown out or returned to sender--unused. (110603)

I would like to see some math related material. Perhaps the children could be taught how to read a meter, what is done with the meter information and how they could figure how much energy was used in a month for one home. (110619)

Make sure the vocabulary/readability of all material tne children are to use is at the appropriate level. (110623)

Most beneficial types of educational materials: 1. Large, colorful charts showing concepts to be taught. (Words should be for early el. level); 2. Spirit master stencils; 3. Individual sheets, pamphlets, etc. to distribute to children to reinforce a certain concept. For First Grade Level. (110631)

It is great t/ see educational items from businesses, etc. that relate to life itself and benefit the children to make learning more relative. (110640)

I love to use "freebie" materials, my first graders like "hand-on" things, but they certainly understand energy and pollution. (110643)

Would like information for class use on safety for children. (110645)

Films with accompanying coloring books were really excellent for teaching and reenforcing a concept. (110649)

We'd be interested in materials about the light bulb, Edison, and elementary electricity studies. Perhaps these are available already. (110655)

Suggest large drawings etc. for early el. level. (110656)

At my grade level the "hands on" approach seems to be the best learning experioence for the students. (210099)

I've already ordered some materials this year. (210095)

If I were teaching middle grades on up I certainlywould use much! (210078)

Electric safety materials are great! (210074)

Gear to specific grade levels but topical and objective. (210073)

I hope to hear from you! (210069)

I would like to see more materials--media kits, cartoon booklets, comic books, etc. on the lower elem. level. (210068)

Very essential taht materials be carefully produced to speak on the level planned for--not just vocabulary but idea level, length ofmaterial, etc. This is especially true in cartoon production. (210053)

Job choice is a big problem facing our youth today. Materials related to jobs that are interrelated to energy production and distribution etc. would be most helpful. Most of us are unaware of <u>what</u> jobs are available in the job market. (210050)

I think you are doing a good job! I appreciate your kindness in making them available. (210034)

The <u>1982-83 Guide to Teaching Resources</u> is an excellent teacher reference. (210019)

I appreciate the material available for primary grades. (210016)

It would be nice to see samples of materials offered. (210015)

Again lots could be larger; often companies send us pkg of 30 and we usually have at least 32 and up to 35 per class. (210006)

I'm very pleased with the (Consumer Power Energy Pak. I find all of CP's literature helpful. Bravo! Suggestions--Use of puppets: Mr. Energy; Ms. Sun; Mr. Wasteful; Mrs. Conservation. I use my own and name them! (210004)

The films, scratch 'n sniff posters, coloring literature, and visit from Consumer's Power employees with equipment was very educational, fun & I'd like to do it again this year. (210044)

Questions: 1. Does each teacher order her own material? 2. How many classroom booklets are available; e.g., could gr. 1, 2, 3 order same material? (210112)

I feel that my first graders should be made aware of their environment and problems connected so any materials on this subject. I would be interested in but the other topics I am not so sure of. (210107)

Maybe updated materials. The past educational materials I have used from the Consumers Power Company were very good. (210059)

As a first grade teacher, my main interest would be in simple energy conservation materials. (210080)

How could provide more materials for K-5--rather than mostly 6-12. (210062)

More K-3 level or K-1 level materials, please. If you need someone to preview sample programs, please call me. I'd be willing to give my educational opinion on its appropriateness for the K-3 level. (210040)

I thank you for all the hard work and time involved in such an educational advancement. Children are now more aware of "hows" and "whys" of energy. Keep up the fantastic job. (210066)

All "not sure" answers because I wonder if it could be presented at a low enough level. (210041)

We study electrical energy, circuits, heat, light. Simple experiments with accompanying material kits, guides and filmstrips are always so appreciated. (210039)

Since I'll be using your educational materials for the first time this year, I'd rather evaluate the kit after we use it in the classroom--if an evaluation is included, I'll be happy to return it with the kit. At that time I could see applications of your materials in a better light. (210026)

I don't think 13-16 could be understood by a 1st and 2nd grader. (210047)

I teach 1st & 2nd grade. Most materials I've seen are to complicated for this age level. (210122)

We feel that your materials are biased and do not cover all sides of a subject. We also feel that your lower elem. materials try to cover too wide an age range. K-1 are too young to understand materials designed also for 4, 5, & 6. (210083)

I am very pleased with the materials I have received so far. (110602)

I think materials should be ordered 1 year in advance. One year, by the time I saw the catalogue--all available dates were taken. Teachers could give general times. (110603)

Note: Sorry this is so late in coming to you. (110607)

If some samples could be sent with the catalog or even put a few samples in the description it sometimes helps. More is needed for early elementary, example: safety at home, what is electricity, anything a younger child could relate to. (110613)

I'm sorry this is so late. This school year has been very busy. I hope these comments have helped. We appreciate your materials. (110614)

I have used very little materials from Consumers Power because of the grade level of the material and the little time I have available. I would consider using more in the future. (110626)

Saving energy, how energy goes into and through a house. (110631)

I like your section in your catalog--"Resource Matl. class by subj. area" as it helps me to plan by subject area and plan units. However, please list the grade level also--as I had already gone through the catalog & checked which ones I wanted. It took time to go back to each page and see if I had checked off that particular item. (110633)

I've enjoyed all the safety films for early elem. I would like to use them again in the future. Perhaps more could be publicized about fire safety. (110641)

Much of the material is good but for my children it would need to be simpler. (110642)

Thanks for all materials we have received. I make games and center materials with a great deal of the above. Thanks. (110653)

I have seldom seen material of interest to 5 & 6 yr. olds. (110654)

I wish more of the films offered were geared to lower elem. The few I've used are good. (110667)

I would use items check no. above (13-16) if I taught a higher grade level. (110671)

Lower grade levels needed. (110670)

Topics: safety & conservation of energy, pollution are relevant topics. (110675)

Many topics too advanced for my grade level. (210138)

I feel the teachers in our primary grades would use any free materials offered by the Consumers Power Company as long as the material was applicable to the grade levels. I feel we would benefit most from kits with filmstrips and visual aids. (210127)

Several copies of booklets describing services would be great. There are many times when items are misplaced and not seen by others. (210137)

Use more color in your diagrams and filmstrips. (210143)